

ERIC Document Resume		See Instruction Sheet		DATE OF RESUME 6/20/65		DATE RECEIVED													
A. PUBLICATION DATA																			
1. ERIC NUMBER ED001703		2. ORIGINATOR CONTROL NO(S). N.A.		3. IDENTIFICATION NO. Project 69		DO NOT WRITE IN SPACE BELOW													
4. AUTHOR(S): Reichard, Joseph R.				MICROFILM COPY AVAILABLE YES ☒ NO ☐															
5. TITLE OF DOCUMENT ABSTRACTED: Experimentation in the Development of More Effective Methods of Teaching Foreign Languages by Making Extensive Use of Electro-mechanical Aids				COPYRIGHT GRANTED YES ☐ NO ☒															
6. PUBLICATION TITLE: N.A.				COPYRIGHT RELEASE FILED YES ☐ NO ☐															
7. EDITOR(S): N.A.				TYPE OF REPORT PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐															
9. PUBLISHER OR SOURCE U.S. Office of Ed., Dept. of HEW Washington, D.C.				8. PLACE OF ORIGIN ORG. Oberlin College ST. Oberlin, Ohio CITY, STATE		OTHER ERIC REFERENCES:													
10. VOL. N.A.	11. PAGES N.A.	12. MO./YR. 9/62	13. TOTAL PP. 84	TELE. INST/LOC CODE	EXT.	ERIC SATELLITE CODE													
B. INDEXING DATA																			
14. SUBJECT AREA				15. TYPE OF ENDEAVOR experimental study															
16. INDEXING TERMS (8-12)																			
<table style="width:100%; border: none;"> <tr> <td>tape-recording aids</td> <td>course outline</td> <td>elementary German</td> <td>college level</td> </tr> <tr> <td>language laboratories</td> <td>teacher training</td> <td>Oberlin College</td> <td>foreign languages</td> </tr> <tr> <td>teaching aids</td> <td>language teaching</td> <td>teaching methods</td> <td>electro-mechanical aids</td> </tr> </table>								tape-recording aids	course outline	elementary German	college level	language laboratories	teacher training	Oberlin College	foreign languages	teaching aids	language teaching	teaching methods	electro-mechanical aids
tape-recording aids	course outline	elementary German	college level																
language laboratories	teacher training	Oberlin College	foreign languages																
teaching aids	language teaching	teaching methods	electro-mechanical aids																
17. ABSTRACT (MAX. 250 WORDS)																			
The attempt is made to demonstrate that one instructor can teach twice as many students at the same time, without impairing the quality of student accomplishment, by making extensive use of the magnetic tape recording laboratory in close coordination with classroom activity. The Oberlin College study continued for four years. Through use of a variety of tests and adequate inter- and intra-school control classes, it was shown that students in the experimental class performed significantly better than those in the control group. The causes for this difference in performance could not be identified. The twenty-five students in the control group met with the instructor five hours per week. The fifty students in the experimental group were divided into two equal groups. Each group met with the instructor for three hours in the classroom and three in the lab each week. The results suggest that: 1) three hours of laboratory work can be substituted for two hours of instruction with the third hour devoted to the alternation between the classroom and laboratory; 2) skills in the lab should be alternated between active and passive activities; 3) high level cultural materials can be included in the laboratory; 4) new material should be presented in short units. An appendix to the study presents a list of tape-recorded and visual materials, tentative schedules of elementary German classes and sample examinations.																			
ERIC No.																			
18. SOURCE OF ABSTRACT																			
C. FUNDING DATA																			
19. SUPPORTING ORGANIZATION				20. DIVISION OR DEPT.		21. CONTRACT NO.													
				22. TOTAL COST OF PROJECT		PROJECT NO.													
				23. DURATION OF PROJECT		U.S. Department of Health, Education, and Welfare Office of Education													

ERIC
Lang Research

**TITLE: Experimentation in the Development of More Effective
Methods of Teaching Foreign Languages by Making
Extensive Use of Electro-mechanical Aids.**

**Submitted by: Dr. Joseph R. Reichard
Professor of German
Oberlin College
Oberlin, Ohio**

ED001703

30 September 1962

**REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION**

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON
OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT
NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FINAL REPORT

TO: U. S. Department of Health, Education and Welfare
U. S. Office of Education
Division of Higher Education
Financial Aid Branch
Language Development Section
Washington 25, D. C.

AUTHORITY: Title VI, Section 602, Public Law 85-864
Project #69

TITLE: Experimentation in the Development of More Effective
Methods of Teaching Foreign Languages by Making
Extensive Use of Electro-mechanical Aids.

Submitted by: Dr. Joseph R. Reichard
Professor of German
Oberlin College
Oberlin, Ohio

Submitted through: Dr. William F. Hellmuth, Jr.
Dean, College of Arts and Sciences
Oberlin College
Oberlin, Ohio

30 September 1962

FINAL REPORT

Index

Project #69

THE REPORT

Objective	1
Pilot Study	1
Size of Experimental Class	2
Control Group	2
Methods of Evaluation	2
Consultants	3
Schedule & Organization of Instruction	4
Teaching Principles, Procedures	5
Observations & Conclusions of the Investigator	9

* * *

Appendix

List of Tape-recorded & Visual Materials	13
Statements of Consultants	
1. Prof. Edward D. Allen, Ohio State	20
2. Prof. C. R. Goedsche, Northwestern	22
3. Prof. Ralph H. Turner, Oberlin College	
a. Information from Interviews	24
b. Analysis of Student Ratings	30
c. Student Textbook Rating Chart	36
4. Prof. Ellis L. VanAtta, Oberlin College	35
5. Dr. Donald J. Malcolm, Educational Testing Service	37
Tentative Schedules	
1. Deutsch eins	48
2. Deutsch zwei	49
Sample Assignment Sheets	
1. Deutsch eins	50
2. Deutsch zwei	51
Sample Laboratory Lessons	
1. Deutsch eins - Übung 8	
a. Taped Text	52
b. Worksheets	57
Übung 21	
a. Taped Text	59
b. Worksheets	61
2. Deutsch zwei - Übung 9	
a. Taped Text	64
b. Worksheets	68
Sample Hour Examinations	
1. Deutsch eins	70
2. Deutsch zwei	72
Sample Outside Reading Quiz (Deutsch zwei)	75
Sample Listening Passages (Deutsch zwei)	
1. Johannes Kepler	76
2. Franz Grillparzer	79
Die Sondergruppe	80
Abstract of Vienna Paper by Investigator	81

Experimentation in the Development of More Effective
Methods of Teaching Foreign Languages by Making
Extensive Use of Electro-mechanical Aids

Final Report

This Final Report on the Oberlin College Elementary German Experiment in teaching a "double" class by means of a closely integrated program of classroom and laboratory activity seeks to outline the background and objectives of the project, to restate and summarize the procedures, principles and methods by which the experiment was carried out, and to draw together some observations and conclusions of the Investigator. The Appendix presents a list of tape-recorded and visual materials acquired under the grant, the statements of the consultants, and finally, a variety of sample materials which might be of interest to those who wish to delve into details of the project more deeply.

. . .

It is generally accepted that electro-mechanical aids, whether installed as a "foreign language laboratory" or used elsewhere, can improve foreign language learning by increasing the student's contact with the new language. It is not a matter of general agreement that the use of these devices can decrease the total task of the teacher. In this experiment it is hypothesized that the proper use of electro-mechanical aids can relieve the teacher of some of the routine work of teaching, allowing him to extend himself either quantitatively, by increasing the number of students taught, or qualitatively, by doing more for the original number of students.

Objective

This research project has sought to determine whether it is possible to double the number of students taught by one instructor in an elementary foreign language course, without impairing the quality of student accomplishment, by making extensive use of the magnetic tape recording laboratory and other electro-mechanical devices.

Pilot Study

A pilot study in the teaching of elementary German with a class of 52 students was initiated in the Department of German and Russian at Oberlin College during the academic year 1958-1959. The project was never regarded as a quick solution to a very complex problem. From the start, it has required an unusual expenditure of time, energy and concentration on the part of a teacher with over 20 years of full-time experience. However, it did appear that the types of teaching techniques

employed could produce highly effective results under suitable conditions.

Size of the Experimental Class

During the two years of the pilot study and the first year under the grant, the experimental class averaged approximately 50 students, at least half of them freshmen. Thanks to the growing interest, cooperation and support of the Chairman of Oberlin's Department of German and Russian, three large experimental-type sections of elementary German, numbering 52, 51 and 44 students respectively, were taught at Oberlin during the academic year 1961-1962 by three different instructors working in close cooperation: (1) the Investigator, (2) an American-trained colleague, and (3) an Austrian-trained colleague who was teaching in the United States on a full-time basis for the first time. Moreover, during the second semester of the academic year 1961-1962, while the Investigator was on leave in Europe, his place was taken by a well-qualified but less experienced substitute instructor. Nevertheless, the Department of German and Russian is sufficiently satisfied with the results of the experiment that it has once again scheduled three "double" sections for the fall semester of 1962. These sections currently number 51, 50 and 47.

Control Group

During the pilot study and the first year under the grant, several of the remaining sections of elementary German at Oberlin College taught by instructors using traditional methods and varying combinations of materials served as controls. On the basis of experience gleaned during the pilot study, it appeared that there was no great difference in the quality of achievement among the traditionally taught sections, hence the instructor did not seem to make the difference. These traditionally taught sections were therefore regarded as a more or less homogeneous group and, taken together, served as a logical control group.

Methods of Evaluation

Two standardized examinations were administered to both the Experimental Section and the Control Group at the conclusion of the second semester of each of the two years under the pilot study and again at the close of the year under the grant:

1. The College Entrance Examination Board German Reading (Placement) Tests CPL-1 or BPL-2, and
2. The College Entrance Examination Board German Listening Comprehension Tests AP or IBA.

The results are summarized in the Tentative Testing Results (Cf. Appendix) compiled by Professor Ellis L. VanAtta, Psychology, Oberlin College.

It will be remembered that this project seeks to demonstrate that one instructor can teach twice as many students at the same time, without impairing the quality of student accomplishment, by making extensive use of the magnetic tape recording laboratory. Since the comparative data suggest a modest advantage in favor of the Experimental Section, this particular evidence would seem to indicate that the project has been living up to its objective.

Attention is invited to the fact that the Mean Difference in scores on the Listening Comprehension Test favors the Experimental Section. The Investigator believes that the regular and extensive use of an increasing variety of carefully edited tapes involving native speakers, both male and female, both professional and non-professional, may well be a major contributing factor here.

Under a special arrangement, the same two CEEB examinations were administered to elementary German students at Harvard and Princeton at the close of the second semester of the academic year 1960-1961. An official evaluation of these and the Oberlin test results, prepared by Dr. Donald J. Malcolm of the Educational Testing Service, Princeton, New Jersey, appears in the Appendix. Parenthetically, it should be pointed out that an underlying objective of this comparative study among the three institutions was to establish something like a possible qualitative level of achievement for the elementary German student, rather than to determine which institution happened to place higher on a given test in a given year.

Moreover, the Intermediate German Advanced Placement Examination of the College Entrance Examination Board was administered to members of the "Sondergruppe" (the small "select group" of students encouraged to undertake additional work in the second semester) in May, 1960, and again in May, 1961. Completed examinations were submitted to the Educational Testing Service for scoring. The following summary of the official College Board reports provides further evidence of the level of achievement in these small "select groups" within the respective Experimental Sections:

	<u>High Honors</u>	<u>Honors</u>	<u>Creditable</u>	<u>Pass</u>	<u>Fail</u>
1960	2	6	6	0	0
1961	2	4	3	0	0

Consultants

A number of persons have served as formal consultants in the course of the experiment: Dr. Edward D. Allen, Associate Professor of Foreign Language Education, Ohio State University,

Dr. C. R. Goedsche, Professor of German, Northwestern University, Dr. Donald J. Malcolm, Educational Testing Service, Princeton, New Jersey, Dr. Ralph H. Turner, Professor of Psychology, Oberlin College, and Dr. Ellis L. VanAtta, Associate Professor of Psychology, Oberlin College. Summaries of their observations together with pertinent data appear in the Appendix.

Professor John W. Kurtz, Chairman of the Department of German and Russian, Oberlin College, has constantly been available for informal consultation and advice. Mr. Eugene Dawson, Director of Foreign Languages, Cleveland Public Schools, and Professor Wayne Wonderley, Chairman, Modern Language Department, Western Michigan University, have made informal inspections of the laboratory activity.

Although not falling under the category of "consultants," a number of persons in Europe have made valuable contributions to the thinking of the Investigator by serving as sounding boards for his ideas concerning possible tape-recorded materials. Among these should be mentioned: Hans Peter Antes, Redaktionsgemeinschaft Übersee, Frankfurt am Main, Hans Georg Gossow, Inter Nationes, Bonn, Dr. S. F. Richter, Austro-Amerika Institut, Vienna, Walter Schneider, Munich, Dr. Dora Schulz, Goethe Institut, Munich, and Professor Walter Wittsack, Institut für Deutsche Sprechkunde, Frankfurt am Main.

Schedule and Organization of Instruction

For the first three weeks of the first semester, five regular class sessions per week are conducted with the entire Experimental Section, until a sense of class unity and common purpose have been developed and normal work patterns have been established.

During the remaining twelve weeks of the first semester and the entire second semester, all work is scheduled six days per week.

Students in the Experimental Section have been divided into two groups of about 25 each. Every other day, the instructor meets with one group while the other is engaged in the laboratory under the supervision of an undergraduate assistant. Thus the instructor maintains continuous contact with each student, although direct student-teacher activity is limited to three days per week (instead of 5, as in other Oberlin elementary language classes).

Tentative schedules (Cf. Appendix) are distributed at the beginning of each semester, and assignment sheets (Cf. Appendix) appear every two to three weeks throughout the year indicating the precise nature of the day-to-day assignments in both class and laboratory. The rigidity of the daily assignments is a matter of concern to the Investigator, who

has been accustomed to greater freedom of action in the past, but it is a sacrifice in the interest of handling greater numbers of students with increased efficiency. At the same time, although the Investigator always seeks to approximate the spirit of the day's assignment, he rarely feels rigidly bound to its every letter. For many a student, the assignment sheets provide a sense of security.

During the academic year 1961-1962, when the scope of the project was extended to include three parallel sections within Oberlin's Department of German and Russian, all three sections made use of the same schedule and text materials, and identical tapes served all three sections in the language laboratory. Methods of presenting the material during the direct-contact class periods were determined by the instructor concerned.

Teaching Principles, Procedures, and Practices

In broad outline, the course objectives for the first semester course, "Deutsch eins," are:

1. Basic familiarity with the fundamentals of German grammar,
2. Acquisition of a standard vocabulary,
3. Development of a readiness and preliminary ability to express simple ideas correctly in conversational German,
4. A fair level of "listening comprehension" which will lead to a "feel" for the language without concern for translation, and
5. Preliminary experience in extensive reading.

Classroom and laboratory work is geared in large measure to specific textbooks (Cf. Appendix: Tentative Schedules), but a variety of supplementary materials, particularly in the form of brief taped units, provides additional subject matter. Among these short units not directly related to the assigned text material have been the following:

1. "Ein deutsches Volkslied: 'Das Wandern'" (with a five-minute simple discussion of text and background in German).
2. "Die Konzertreise der Berliner Philharmoniker" (excerpts from the professionally prepared tape acquired through the Redaktionsgemeinschaft Übersee — cf. Appendix: List. This text was particularly pertinent because the Berliner Philharmoniker gave a concert in Oberlin a few days later.)
3. "Rainer Maria Rilke und sein Gedicht: 'Herbsttag'" (a short German text drafted by the Investigator, edited and recorded by an Austrian actress and a Viennese schoolmaster).
4. "Ein Gruß aus Frankfurt am Main" (a ten minute tape of informational nature).

5. "Goethes Gedicht: Über allen Gipfeln": (a text prepared in Europe, including two musical settings. Backs up classroom discussion and individual memorization.)

6. "Nikolaus und Krampus" (a tape prepared by a native Austrian dealing with Advent traditions in Austria).

7. "Weihnachten im Erzgebirge" (excerpts from a professional tape prepared by the Redaktionsgemeinschaft Übersee; cf. Appendix).

8. "Einblick in deutsche Silvester- und Neujahrsbräuche" (excerpts from a tape by the Redaktionsgemeinschaft Übersee; cf. Appendix, Sample Laboratory Lesson #21).

9. "Österreichische Lehrer besprechen Goethes Gedicht: 'Heidenröslein'" (with two musical settings; supporting classroom discussion.)

10. "Ein Auszug aus einem Hörspiel um den jungen Schiller" (a difficult but well presented passage from a professional tape prepared at the Institut für Film und Bild, Munich; supports classroom reading of "Schillers Aufbruch" in the American textbook: Genialische Jugend.)

In the laboratory, grammar is handled by means of numerous written drills dealing with previously announced aspects of grammar and applying thought content and vocabulary of text material under study at the time. Worksheets are distributed and students are instructed (on tape) to jot down the forms or sentences required within a specified amount of time. After the time has elapsed, the voice on the tape presents the correct German expressions by way of reinforcement, and usually supplies simple explanations.

Relatively little attention has been devoted to the popular "pattern drills," in part because departmental policy leans toward cultural rather than conversational materials, in part because Oberlin students seem to dislike repetition drills and prefer to seek logical reasons for grammatical points, in part because the Investigator is inclined to encourage a greater measure of independent expression than is ordinarily the rule when pattern drills are extensively used.

Also in the second semester course, "Deutsch zwei", both classroom activity and laboratory work are geared to specific textbooks, if somewhat less closely than in the first semester. Second semester objectives are:

1. Increased facility in reading (including pronunciation and reading aloud),
2. Improved capacity to participate in conversation on

everyday topics,

3. Vocabulary building, and
4. Grammar review (fixing general principles).

Stemming both from departmental policy and the inclination of the Investigator, the subject matter tends to stress cultural and literary materials. The Investigator has made a determined effort to encourage thoughtful understanding of textual material along with the performance of unavoidable routines.

Laboratory exercises tend to alternate between "active" and "passive" approaches to the material at hand. Taped materials involving native speakers are presented from a variety of points of view, e.g.

1. To prepare students for a full-length German language production of the drama, Weh dem, der lügt (2 original tapes on Franz Grillparzer; cf. Appendix: List).
2. To prepare students for the educational film, Johannes Kepler und sein Werk (Cf. Appendix: List. The film MS was presented in 4 units with a selected vocabulary, related grammar drills, and a summary quiz.)
3. To support sections of the German Heritage (a text required by the department. Passages from Goethe's Faust, readings of poems by Goethe, Schiller, Heine, Walther von der Vogelweide, and of the fairy tale: "Der Bärenhäuter.")
4. To reinforce the study of Schiller's Wilhelm Tell (fairly comprehensive scenes from two foreign sources).
5. To provide general listening practice (a contemporary prose story with selected vocabulary and quiz questions).
6. To provide "outside listening." (Two tapes, Ostpreußen and Das Mozartfest zu Würzburg, were made available to students without MS. They were given a month to listen at will and then were tested on their broad mastery of the content. Although these tapes were doubtless beyond the grasp of certain students as far as certain details were concerned, they proved to be popular means of encouraging listening to native voices dealing with cultural subjects.)

The Investigator has consistently sought to secure and incorporate into the regular laboratory tapes a wide variety of materials of high cultural or challenging intellectual quality which will both appeal to student interest and challenge student capacities. Each laboratory tape is prepared with several broad principles in mind:

1. Each 50-minute tape should contain some review material, a section dealing with the day's assignment, and something new.

2. Tapes should be so designed that there is a regular alternation of "active" and "passive" participation on the part of the student, with greater emphasis on the "active" side. This may be accomplished by mere repetition of conversational materials for the improvement of pronunciation and sentence stress. It may involve recording and replaying short poems which have been memorized, and comparing them with high level professional models. It may involve written drills of many kinds, or listening to unfamiliar material without the aid of the printed word and preparing answers to questions in a variety of forms.

3. During the first semester, new material heard for the first time, whether with or without supporting mimeographed text, should not involve more than 3-5 minutes of consecutive listening, ordinarily followed by time for listening a second and perhaps a third time (depending upon the relative difficulty or immediate value of the text). In the second semester, the initial listening time can gradually be stepped up to 8-10 minutes.

4. Tape recordings should be clear and distinct (Stage pronunciation is not necessary, nor indeed always desirable. Good, high level educated German is more readily available and serves the same purpose.), written in relatively simple style, especially in the early months, and should not be too complex structurally. In the very earliest "new" listening passages, it is valuable to have texts recorded in such a way that there are slight pauses at the conclusion of longer sentences, so that the listener can mentally "catch up", so to speak.

If tapes are prepared systematically, with care and reasonable attention to variation, it appears that the language laboratory session can come closer to demanding 100% student participation than all but the very best student-teacher classroom work.

Observations and Conclusions of the Investigator

On the basis of four years experience at Oberlin College, the Investigator sees many distinct advantages in a closely integrated classroom-laboratory program of the type described in this report:

1. One instructor can teach approximately 50 elementary German students at the same time without impairing the quality of student achievement.
2. Three properly coordinated hours in the language laboratory not only serve as a substitute for two hours of classroom instruction each week but also provide the student with a very valuable continuous uninterrupted exposure to the foreign language.
3. By taking full advantage of the special opportunities which the language laboratory affords, one can teach a foreign language in the laboratory (via tape recorder) in a manner closely paralleling the best classroom methods.
4. The regular alternation of closely integrated classroom and laboratory experience provides for the student a welcome variation in the day-to-day routine.
5. In laboratory work of the type required under this method, all students participate more fully in each laboratory session than under any but the most ideal classroom conditions.
6. Once effective high quality tapes have been produced, they can be used again and again (although minor corrections and improvements should be counted on from year to year).
7. Tapes never tire of repeating without variation the finest possible models.
8. The immediate reinforcement of work written in the laboratory through tape-directed correction encourages rapid learning and strengthens the active skills (speaking and writing) along with the passive.
9. Students respond very favorably in the laboratory to diverse authentic materials drawn directly from native German sources.
10. Good literature comes more alive through dramatic presentation on tape.
11. Students regularly rise to the challenge of a variety of tape-recorded native voices and simultaneously gain in self-confidence for situations in which they are themselves

called upon to speak the foreign language.

12. Test results substantiate the fact that regular extensive use of the language laboratory improves the individual student's capacity to listen and understand.

13. When tape-recorded materials are available from a variety of foreign sources, unusual cross-cultural advantages become evident.

14. The use of undergraduate assistants develops in these select few a high sense of responsibility and devotion, reinforces their own command of the language, and provides them with invaluable experience at an unusually early stage.

This list of advantages could be expanded considerably.

Certain aspects of the closely integrated classroom-laboratory method outlined in this report seem to present problems:

1. The "double" class does require far more of the instructor's time for grading papers and examinations, although a considerable amount of the more routine correcting can be handled by reliable assistants working together under the supervision of the instructor.

2. There is no question that much time is required for the initial preparation (and constant improvement) of suitable laboratory materials, but certain units can be used again and again once they have been properly developed and closely integrated with classroom procedures.

3. The addition of a sixth hour each week does, to be sure, increase the instructor's official work load, although the alternation of classroom and laboratory work reduces the number of preparations from 5 to 3 just as soon as a carefully edited tape supply is on hand.

4. To locate, to have produced by someone else, or to create oneself ideal elementary laboratory listening materials in simple style yet of high cultural value is quite a challenge to the inventiveness and imagination of the most experienced teacher. However, once high quality tapes have been secured -- They must also be accompanied by complete MSS. --, and after they have been properly timed and indexed, they can readily be used in a variety of ways at different levels. (Here again, the more routine work of timing -- A simple stop watch with an upper limit of 30 minutes is very useful. --

and indexing can be accomplished by undergraduate assistants under suitable supervision. Even preliminary qualitative estimates can be made by such assistants.)

The Investigator believes that certain basic ideas and principles documented here could be applied in almost any elementary foreign language teaching:

1. The substitution of three hours of properly oriented laboratory work for two hours of student-teacher contact,
2. The addition of the sixth hour per week to provide for the regular alternation of full-period classroom and laboratory instruction,
3. The regular alternation of "active" and "passive" skills in the presentation of laboratory work,
4. The extensive use of a variety of high level cultural materials in the language laboratory in addition to the more familiar speaking drills,
5. The limitation of new listening material at the elementary level to relatively short units, or finally and perhaps most significant of all,
6. The principle of "teaching" in the language laboratory in a manner closely resembling that which the best teacher might employ in the classroom.

In conclusion, it has been demonstrated over a four year period at Oberlin College that one instructor can, without impairing the quality of student accomplishment, teach approximately 50 elementary German students at the same time by making extensive use of a magnetic tape recording laboratory in close coordination with classroom activity. It has also been demonstrated that two other instructors with differing backgrounds can adjust to such a teaching program without yielding too much of their academic independence, although, to be sure, they must accept a common work schedule. During the final semester of this four year period, in fact, it was demonstrated that such a program, once it had been adequately organized, could be carried to a successful conclusion without the aid of its originator, provided that it was assigned to willing and qualified instructors, even if they had previously had only casual familiarity with its working detail. Comparative test results and statements by consultants in German, Psychology and Education testify positively to the merits of this teaching method.

If a single teacher undertakes this type of instruction, he saves neither time nor energy, although he gains the break in daily routine, the challenge of a vast unexplored area of authentic materials drawn directly from first-hand sources abroad, and immensely gratifying returns in terms of student achievement. However, as soon as several parallel "double" sections are set up, more tangible advantages are to be observed. Thus in the fall of 1958, when the pilot study of the present project was launched, the Oberlin Department of German and Russian was instructing 182 elementary German students in eight five-hour sections (40 hours of instructional time). In 1961, 205 students received elementary German instruction in five sections (2 traditional, 3 experimental) requiring 28 hours of instructional time. Hence, although 23 more students were being taught in 1961 than in 1958, there had been a net saving of 12 hours of instructional time -- the equivalent of one full-time instructor -- thanks to the experimentation with three "double" sections. Moreover, during the academic year 1961-1962, one instructor was almost exclusively responsible for the scheduling and organization of the entire program for all three "double" sections, as well as for the preparation of the laboratory tapes and any accompanying worksheets. This was very demanding of his time and energies. His two colleagues, however, were relieved of approximately one half of their course preparation and thus gained time which they could devote to improving the quality of their work or to other useful ends.

The method of elementary German teaching described in this report has never been thought of as a panacea, nor is it an "easy way" to handle large numbers of students. It is rather a method which, at the cost of considerable time, energy and devotion, has produced very promising results at Oberlin College during the past four years. The Investigator hopes that some of the principles and procedures which are proving successful at Oberlin College may contribute qualitatively as well as quantitatively to improving elementary foreign language instruction in this country.

* * * * *

The Investigator wishes to express his gratitude to the Language Development Section not only for financial support in this experiment but also for periodic expressions of confidence in what he was seeking to accomplish. Thanks are also due to the Chairman of the Department of German and Russian, to the Dean of the College and to the Provost of Oberlin College whose support and assistance have helped make this project possible.

Respectfully submitted,

Joseph R. Reichard

Joseph R. Reichard
Professor of German
Investigator.

Oberlin, Ohio
30 September 1962

List of Tape-recorded and Visual Materials

(acquired under the contract)

Primary emphasis throughout the experiment has been placed upon tape-recorded materials. However, some useful slide-sequences and a few films were acquired and used; they are listed below.

The tape-recorded materials fall into three broad categories:

- a) tapes especially designed according to general specifications outlined by the investigator for use in this program (recorded abroad or in the United States under varying conditions),
- b) professionally prepared tapes from abroad, donated by several German agencies, and
- c) tapes available for purchase in Germany

Tapes Designed for this Program

I. Austro-Amerika Institut (Vienna)

1. Eine typische (Theater-) Aufführung
2. Gedanken über eine typische Aufführung: Jedermann
3. Das Burgtheater
4. Joseph von Eichendorff: ein Lebensbild
5. Goethe: Biographie (Anfängerstufe)
6. Franz Grillparzer: ein Lebensbild
7. Franz Grillparzer: Weh dem, der lügt
8. Die Lyrik bei Goethe
9. Die Modeschule der Stadt Wien in Schloß Hetzendorf
10. Eduard Mörike: ein Lebensbild
11. Die Welt ist zu Gast beim Wiener Opernball
12. Rainer Maria Rilke und sein Gedicht, "Herbsttag"
13. Rainer Maria Rilke (Oberstufe)
14. Salzburg, die wunderschöne Festspielstadt
15. Die Spanische Reitschule in Wien
16. Die Straußdynastie: der Wiener Walzer
17. Was macht man (im Theater) in der Pause?
18. Was macht man nach dem Theater?
19. Wie kleide ich mich für den Theaterbesuch an? Warum?
20. Wien und sein Wein
21. Der Wiener Heurige
22. Das Wiener Kaffeehaus
23. Die Wiener Theater. Was bedeutet dem Wiener das Theater?
24. Stefan Zweig (including the Schachnovelle)

(Clear, distinct texts in relatively simple style recorded under good conditions. Prepared and read by a Viennese teacher and his actress sister. About half have been thoroughly revised and could now be used in the latter part of an elementary German course.)

II. Frl. Inge Bernhart (Vienna)

1. Deutschland und Österreich, die ungleichen Brüder
(with Clifford Barraclough and Anna Catharina Proß)
(A fine little analysis of some of the fundamental differences between Austria and Germany, based on the personal observations of Frl. Bernhart and Frl. Proß)
2. Fasching in Wien
3. Die ersten Anfänge des Wiener Kaffeehauses
4. Nikolaus und Krampus
5. Der weiße Sport

(Useful texts, not all equally well recorded)

III. Professor Friedrich Faßbinder (Vienna)

1. Film, Fernsehen und Radio
2. Franz Grillparzer
3. Eine Meditation über Kultur
4. Politik in Österreich
5. Der Rosenkavalier
6. Das österreichische Schulwesen
7. Ein Spaziergang durch Wien
8. Weh dem, der lügt (Grillparzer)
9. Das Wiener Burgtheater
10. Das Wiener Kaffeehaus

(Excellent texts, often of literary quality. High quality reading although non-professional recording. Rich in thought content. Often difficult, yet challenging and welcomed by students once they have set their sights appropriately. #2 and #8 have been used as unfamiliar listening exercises with considerable success.)

IV. Frl. Helma Freitag (Berlin)

Deutschland, 1962

(Average recording. Nervous haste in speech.)

V. Herr Hermann Halbritter (Eisenstadt, Austria)

1. Schiller: Bildbiographie (reading)
2. Waggerl: Anekdoten (reading)
3. Steinmetz (reading)

VI. Frl. Anna Catharina Proß (Frankfurt am Main)

1. Die Stadt Frankfurt (MS only)
2. Büchners Leonce und Lena (simple analysis)

VII. Herr Walter Schneider (Munich)

Oberst Glenns Raumflug

(An excellent brief statement summarizing German reaction to news of the American space flight prepared immediately after the event and recorded professionally under ideal conditions. Author is free-lance writer and radio man with considerable audio-visual experience and seems to

have sound understanding of requirements for the experimental program. However, he has such a wide range of professional writing and radio activities that quite a number of projected tapes have not materialized.)

VIII. Frau Ingeborg Schneider-Gäbler (Munich)

Ein Schloß in Franken: die Würzburger Residenz (MS only)

IX. Georg von der Vring (Munich)

Auszüge aus dem Roman, Magda

X. Tapes still in prospect:

1. Frau Dr. Garbeis (Vienna): Tiroler Weihnacht
2. Professor Paul Grande (Vienna)
 - a. Die SOS-Kinderdörfer
 - b. Die Wiener Sängerknaben
3. Frau Direktor Poch-Kalous (Vienna): Der Hieronymus Bosch Altar

Tapes Donated by German Agencies

I. Institut für Deutsche Sprechkunde (Frankfurt am Main)

Deutsche Sprache - Deutsches Leben

(Samplings of earlier forms of the German language. Old High German and Middle High German, prepared by one of the few speech institutes at German universities.)

II. Inter Nationes (Bonn)

A. Deutscher Auslandsdienst für Rundfunk und Fernsehen

1. Friedrich von Flotow
2. Gerhart Hauptmann I
3. Franz Liszt
4. Gustav Mahler
5. Stefan Zweig

(Professional recordings.)

B. Redaktionsgemeinschaft Übersee (Frankfurt am Main)

(What follows is a complete list of those tapes received which might be used in elementary or intermediate German language instruction. These tapes have been prepared by specialists and recorded professionally for radio broadcasting purposes outside of Germany. Some alternation of voices and a number of excellent musical interludes may be expected on each tape. The delivery is clear and readily intelligible. New tapes arrive almost weekly. Tape manuscripts are generally available. It is understood that each of these tapes may be secured at the office of the Cultural Counselor in any German Consulate. Certain of these tapes have been used in toto and others in excerpt during the experiment, in both cases with considerable success.)

1. Akademischer Zeitspiegel I-XIV
2. Welturaufführung der Alkestiade (Oper)
3. Ars Viva 1960 in Würzburg
4. Bachfest in Mainz
5. Balletabend in Herrenhausen
6. Bauhausausstellung in Darmstadt
7. Beethovenfest der Stadt Bonn
8. Konzertreise der Berliner Philharmoniker
9. Berliner Stiftung für Literatur und Sprache
10. Die Berufsschule in Deutschland
11. Frankfurter Buchmesse 1961
12. Ehrlich Preis
13. Deutsche Fastnachtsbräuche
14. Ferienkurse an deutschen Universitäten
15. Festliche Sommerspiele, Schloß Ludwigsburg
16. Hersfelder Festspiele 1961
17. Maifestspiele in Wiesbaden 1962
18. Schwetzingen Festspiele 1962
19. Festspielsommer in Deutschland 1961
20. Forschungsergebnisse über das menschliche Herz
21. Forschungsförderung in Deutschland
22. Fotokino Reportage
23. Weltkongress für Gastroenterologie
24. Brüder Grimm Museum
25. Professor Dr. Walter Gropius
26. Händelfestspiele und Händeltage in Göttingen
27. Hausmusik in Deutschland
28. Das deutsche Hochschulwesen I-VI
29. Humperdinks Märchenopern
30. Ingenieure von morgen
31. 68. Internistenkongress in Wiesbaden
32. Jeunesses Musicales in Schloß Weikersheim
33. Kantoreien in Deutschland
34. Kulturkreis der deutschen Industrie
35. Der deutsche Mai und seine Lieder
36. Lüneburger Heide
37. Mainz: 2000 Jahre
38. Thomas Mann: Leben, Umwelt, Werk
39. Thomas Mann, von Prof. Adorno
40. Wettbewerb für Märchenillustrationen
41. Mäzene für junge Künstler in Deutschland
42. Die Mittelschule der Bundesrepublik
43. Mozartfest in Würzburg 1961
44. Mozartfest in Würzburg 1962
45. Internationaler Mundharmonika Wettbewerb
46. Musik zum deutschen Karneval 1962
47. Musikhochschulen Deutschlands
48. Internationale Ferienkurse für Musik in Darmstadt
49. Neujahrsbräuche
50. Die Nürnberger Wunderbahn (Deutsche Eisenbahn)
51. Operettensaison
52. Alte Meister auf dem Orgelpult

53. Ostern 1962
54. Ostersendung 1961
55. Ostpreußen
56. Pennaler werden Studiosi (Die Neugestaltung der deutschen Gymnasien)
57. Pommern
58. 10. Jahrestagung der deutschen Raketengesellschaft in Bremen
59. Ruhrfestspiele 1961
60. Ruhrfestspiele zu Recklinghausen 1962
61. Ruhrgebiet: Landschaftsbild
62. 100 Jahre deutscher Sängerbund
63. Arnold Schönberg
64. Friedrich Silcher
65. 40 Jahre Stifterverband für die deutsche Wissenschaft
66. 900 Jahre Dom zu Speyer
67. Studenten Bühnen
68. Studienforschung deutscher Studenten
69. Studienkollegs in Deutschland
70. 100. Geburtstag des Telefons
71. Theater in Deutschland im Gerhart Hauptmann Jahr
72. 13. deutsche Therapiewoche und Heilmittelausstellung in Karlsruhe
73. Thomanerchor (750 Jahre)
74. Fünfjahresplan der deutschen Universitäten
75. Volksbräuche um den deutschen Wein
76. Die Volkshochschule
77. Vorschau auf Bayreuth
78. Weihnachtssendung 1960
79. Weihnachtssendung 1961
80. Wissenschaft und Industrie arbeiten zusammen
81. Weltkongreß der Zahnärzte in Köln

III. Deutsche Welle (Cologne)

Lernt Deutsch bei der deutschen Welle

(Program has a broad international following, but materials contain too much English to be of value in experiment.)

Tapes Available for Purchase

Institut für Film und Bild (Munich)

(This agency prepares and distributes audio-visual materials for use in schools throughout the Federal Republic. Development of listening materials just beginning. Recording of high professional quality. Voices generally those of young actors. The following list includes virtually all available tapes which could be considered for elementary or intermediate classroom use in the United States. Tapes are not expensive. Each tape usually accompanied by a printed supplement.)

1. Kaiser Friedrich Barbarossa (Hörspiel)
2. Christoph Columbus entdeckt Amerika (Hörspiel)
3. Gedichte und Lieder des jungen Goethe
4. Robert Koch: Arzt und Forscher
5. Lessing: Szenen aus Minna von Barnhelm
6. Mozart: Der letzte Auftrag
7. Napoleon und Metternich: Gespräch 1813
8. Max Planck: Leben und Werk
- 9-10. Schiller
 - a. Attinghausen Szenen aus Wilhelm Tell
 - b. Szenen aus Maria Stuart
11. Shakespeare: Julius Cäsar: Die Rede des Marc Anton an der Leiche Cäsars

Phonograph Records

1. Beliebte Studentenlieder, Decca (45), DX2040
 2. Die große Szene: Schiller: Maria Stuart & Wilhelm Tell - (Skoda) - Deutsche Grammophongesellschaft (33), 42 004 LPES
 3. Heiter und besinnlich: aus der Literatur: Erich Ponto liest Wilhelm Busch - Electrolo (33), E 60 011
 4. Meisterballaden (Goethe, Schiller, etc.), Decca (33), DSD 13 703
 5. Fröhliche Weihnachten, (Benderscher Kinderchor), Philips (33), S 05 902R
 6. Karl Heinrich Waggenerl erzählt: Advent, Christopherus (33), CLP 72110
(exceptionally clear understandable text)
 7. Wolfgang Borchert zum Gedächtnis - (Heinz Reincke) (includes "Draußen vor der Tür"), Telefunken (33), PLB 6220
- II. Leichtes Deutsch, Schallaufnahmen zu Schulz-Griesbach: Deutsche Sprachlehre für Ausländer, Grundstufe (Verlag Max Hueber, Munich)
- III. Langenscheidts Ausspracheplatte: Deutsche Aussprache I: Die Laute des Deutschen (Deutsche Grammophongesellschaft)

Visual Materials

I. Films

- A. Johannes Kepler und sein Werk (20 minute educational film produced by the Institut für Film und Bild, Munich. MS available. Used two years in experiment, second semester, with preliminary buildup based on MS.)
 - B. Maria Stuart (Thalia Film, Vienna, 1959), 16mm black and white. Good sound track. Numerous excellent scenes.
 - C. Wilhelm Tell (Thalia Film, Vienna, ca. 1958), 16mm black and white. Lends good support to classroom study of text.
- (Both Maria Stuart and Wilhelm Tell are full length films of Vienna Burgtheater productions. They may be obtained on a loan basis for a slight fee (covering servicing, postage and insurance) by writing to the Department of German and Russian, Oberlin College, Oberlin, Ohio.)

- D. Ein Spaziergang durch Wien (Prof. Friedrich Faßbinder - to accompany tape - 8 min.)
- E. Der Stephansdom (Prof. Friedrich Faßbinder)

II. Slide Sequences (All are purchasable direct.)

- A. Institut für Auslandsbeziehungen (Stuttgart)
 - 1. Deutschland: Volkstümliches Leben, Brauchtum (100, in color)
 - 2. Deutschland: Wirtschaft (100, in color)
- B. Institut für Film und Bild (Munich)
 - 1. Dürer: Geburt Christi (Paumgartner Altar) (12, in color)
 - 2.-4. Goethe
 - a. Der junge Goethe: Aufbruch der Geniezeit (20)
 - b. Kurzfassung (14)
 - c. Bilder zu Goethes Faust (18)
 - 5. Maler der Spätromantik (20, in color)
 - 6. Alte Pinakothek: Hauptwerke (25, in color)
 - 7. Albert Schweitzer (14)
 - 8. Weihnachtsfestkreis (Das Kirchenjahr) (14)
 - 9. Die "Wies" (16)
 - 10. Schiller (15)
- C. Landesbildstelle Baden-Württemberg (Stuttgart)
 - 1. Mörike, Series 1 & 2 (16, 15)
 - 2. Schiller (47)
 - 3. Stuttgart (War damage and reconstruction) (10)
- D. Staatliche Landesbildstelle Hessen (Frankfurt am Main)
 - 1. Die Brüder Grimm (13)
 - 2. Büdingen, das Schloß (19, in color)
 - 3. Die heilige Elisabeth (15)
 - 4. Frankfurt am Main (die neue Stadt) (30, in color)
 - 5. Gotik in Hessen (kleine Stilkunde) (12)
 - 6. Die Lahn (25, in color)
 - 7. Justus von Liebig (13)
 - 8. Optische Industrie in Wetzlar (20, in color)
 - 9. Romantik in Hessen (kleine Stilkunde) (15)
- E. V-Dia Verlag (Heidelberg) (all in color)
 - 1. Bamberg (3)
 - 2. Bayrische Königsschlösser: Linderhof (10)
 - 3. Bayrische Königsschlösser: Neuschwanstein (10)
 - 4. Dinkelsbühl (10)
 - 5. Kultur des Mittelalters im Spiegel der Manessischen Handschrift (16)
 - 6. Max und Moritz: 1. und 2. Streich (15)
 - 7. Riemenschneider Blutaltar (1)
 - 8. Rothenburg ob der Tauber (10)
 - 9. Vierwaldstätter See (10)
 - 10. Vierzehnheiligen (2)
 - 11. Wien I & II
 - 12. Die Wieskirche (10)

Statements of Consultants

Report on Observation of NDEA Laboratory Research Project
at Oberlin College

Edward D. Allen, Associate Professor of Foreign Language
Education, Ohio State University

The purpose of this research project as stated by Dr. Reichard, the principal investigator, is to ascertain whether a group of 50-60 students could be taught elementary German by one instructor and a laboratory as effectively as a group of 25-30 students without a laboratory. If it were proved that the large group could learn German as well as the small group, a case could be made for the use of the language laboratory as (1) a means of teaching two classes in the same amount of time that it would require to teach one, thus releasing a staff member from a class responsibility and providing him with additional time for research and (2), a means of meeting the critical teacher shortage.

The large class or "experimental section" is divided in half and each half spends its time alternately in the classroom and in the laboratory. This means that all students receive the same instruction.

Dr. Reichard's test scores show that the experimental section achieves results that are as good as or better than those of the other elementary German classes. Thus it would seem that the language laboratory could be of valuable assistance in teaching large numbers of students in elementary language courses.

As I observed the group working in the laboratory, I found that the students worked diligently on their reading and written work and responded enthusiastically to the oral stimuli which they heard through their earphones. No instructor was present. A student monitor was operating the master console. Of course their professor's voice was talking to them throughout the laboratory period. The voice explained points of grammar and clarified passages that might have caused difficulty in that day's lesson. After the students had written out translations or answered questions, they were given the correct answers so that they could check on their progress. The materials which Dr. Reichard collected and recorded during his trip to Germany enable his students to hear many different native voices, men and women, professional and non-professional people. These, plus the large number of recordings he has made himself, constitute a rich library which can serve as a core in future German courses.

One of the pieces heard by the students was a bombastic German play performed by professional German actors. The students listened attentively and understood the dialogue. Many laughed at the humorous parts and one even gesticulated as she identified herself with the role.

The two questions that I would raise in connection with this project are (1) Do the kinds of activities which the students perform in the laboratory justify the expense of such an installation, and (2) Is this the best use of a language laboratory? I shall develop these questions in the following paragraphs.

(1) It would be interesting to do further research on whether the students working in the laboratory could not do just as good work if they were in a regular classroom with one tape recorder on which the instructor's tape were being played. The students could listen to the oral German without the need of earphones. They could respond in chorus without talking into a microphone (after all, the instructor is not listening to them anyway). They could do their reading and written work without the need for electronic equipment. In the progress report it was pointed out that the laboratory was not equipped for oral testing. Hence, continuous evaluating of oral skills does not seem to be a major concern.

On the other hand, a strong argument in favor of using booths, earphones, and microphones is that the students are less likely to be distracted by one another. Some students even have the impression that the instructor is talking to them individually.

(2) In the current literature on language laboratories there seems to be agreement that the major function of the laboratory is to provide students with the opportunity to reinforce the syntactical structures which they have previously been taught in the classroom. New work is not presented in the laboratory. The aim of most laboratory sessions is to drill the structures of the target language so thoroughly that instantaneous response is the result. Some laboratory directors believe that the cerebellum plays no part in the work of the laboratory and that reasoning, deducing, and analyzing are activities reserved for the classroom. The descriptive linguists or applied linguists tell us that we need a list of all the structures in the target language which differ from their equivalents in English. From this list of basic structures we create pattern drills which we give our students in the laboratory. They, in turn, practice these drills until they can use them in any context without hesitation. For example, one of the structures in English which differs from the German is, "He looks for the book" - "Er sucht das Buch". English uses the preposition "for", German does not. Hence, a pattern with all the possible uses of "sucht" would reinforce its usage.

Good pronunciation can be achieved only if correction of errors is immediate. Thus, if a student mispronounces sounds in the laboratory and the instructor is not there to correct him, he may reinforce bad habits.

The fact that the laboratory in the research project at Oberlin College is not being used to implement some of the theories stated above in (2) does not mean that it is not being used effectively. It is quite clear from the data collected thus far by Dr. Reichard that the laboratory at Oberlin College has made it possible for students to learn material he has designed for them without his presence. Thus he shows that it is possible to achieve the objectives which he set up in his proposal.

* * * * *

Statement by C. R. Goedsche, Professor of German,
Northwestern University
January 25, 1962

This Project should prove to be of special interest to those administrators, and there are many, who find it difficult to understand why the enrollment in language classes should not exceed 25 or 30. Professor Reichard proposes to teach twice that number without impairing the quality of instruction and the quality of the student's achievement.

The most striking feature of the experiment is the simple, yet ingenious method of scheduling, one aspect of the Project which is at once applicable to beginning language instruction at any college which has to cope with increased enrollment and shortage of staff.

By increasing the number of weekly contact hours from 5 to 6, thus gaining a valuable contact hour, and by using the lab facilities to the fullest extent, Professor Reichard was able to divide the students in two groups of about 25 each:

Group I was taught MWF by the Instructor and TThS in the Lab.

Group II was taught TThS by the Instructor and MWF in the Lab.

It should be pointed out that this schedule makes greater demands on the Instructor than a traditional class. It increases the teaching load by one hour and requires more of his time for the correction of homework and the grading of examinations, aside from the initial time-consuming task of preparing lab exercises. I would also suspect that Saturday classes are not especially popular with both the Instructor and the students.

The success of the Project depends, in my opinion, first of all on the skillful utilization of the lab time. An examination of various assignment sheets, exercises, and of one tape convinced me that this was the case. The four skills (hearing, speaking, reading, and writing) found maximum practice. A variety of speakers exposed the students to hearing different voices; conventional patterns and other oral exercises gave them much practice in speaking. The student was exposed to diversified materials of literary and cultural nature. The various exercises show a careful integration between work done in class and in the lab. I was particularly interested in the use of written grammatical exercises in the Lab.

Two advantages are at once apparent:

1. In view of the time limit, the student is compelled to give his full attention to the work at hand.
2. The student corrects his written work through the medium of the tape and thus becomes more directly aware of his mistakes, than when his corrected paper is returned by the teacher.

In connection with the extensive use of the lab, two questions might be raised:

1. We should not assume that audio-lingual exercises in the lab inevitably produce desired accuracy of diction. Since the Instructor is not present in the lab, special efforts should be made by the Instructor to test the correctness of the student's pronunciation in class.
2. A 50 minute lab period taxes the student's attention span severely. It may well be, however, that the great variety in exercises keeps the learner sufficiently alert.

In closing, I would like to state that Professor Reichard has prepared and conducted a program which is solid and rich in content and that the results of the tests indicate to me that he has achieved the objectives of his Project.

Information Gleaned from Personal Interviews Conducted
with Members of the German Teaching Staff and with
Student Laboratory Assistants
July, 1962

Ralph H. Turner,
Professor of Psychology, Oberlin College

(To facilitate analysis of the replies, the comments of members of the teaching staff will be kept separate from the comments made by student assistants. The question that elicited the response was asked in verbatim fashion and other procedures of standard "open-end interviewing" were utilized in obtaining replies that were responsive to the questions. Teachers = 4. Student assistants = 4.)

1. What are the most favorable aspects of the program - the things that impressed you most about this new technique?

Teachers: The student is given a great variety of experience with a great variety of materials. When different persons are presented on tapes the student must become accustomed to understanding a variety of accents in true-to-life fashion. The fact that tapes are often prepared in different parts of the world provides a cross-cultural span not ordinarily found in these classes. The variety of different voices helps avoid the problem of monotony found when one instructor must face the class alone day after day. The fact that students hear native Germans who don't talk down to them makes them "reach" for this more difficult material and growth is probably faster this way. Good literature comes alive via voices and this is superior to literature read from a printed page. Drama is particularly effective since one hears a dialogue rather than reading a page. With tapes the students can be taught songs with any kind of musical accompaniment deemed desirable.

Tapes don't get tired as teachers do and they can be run over and over by a student until he is satisfied with his performance. This way the speed is adjusted to the capability of each student and other students do not have to worry along with the slow ones. The student recites a full hour each hour instead of only very occasionally as is usually the case. Correction is immediate and this promotes rapid learning. There are no interruptions due to questions, etc., and maximum use is thus made of class time. With 6 days a week devoted to the language there is more concentrated exposure and only one day in which to forget this material every week.

At least twice as many students can be handled this way with no loss in quality and with a probable gain in quality. Students do seem to have greater facility in speaking the language and in understanding spoken speech as a result of this program. Students seem to like the program.

Student assistants: The student is immediately exposed to good German in a variety of voices and accents and is thus prepared for language variations. There is more chance for extras to be introduced - things like songs, poems, drama and other more creative tasks. The instructor has more time that can be spent on correction of drills since he lets the tapes do much of the instructional work. Since half the class is in the language laboratory, the size of the class to be instructed is half what it would otherwise be and this is an advantage.

The regularity of drill obtained in the laboratory is very helpful - especially during the first semester. The opportunity to compare one's speech on playback with standard speech is important in learning proper enunciation.

2. What are some of the flaws in the program - respects in which it did not work as well as it might?

Teachers: Some saw virtually no flaws in the program. Others mentioned the following: It might help to make a more definite break with the old method and not use the old traditional textbook. It might be better if physical arrangements were such that the tapes are available to the individual student but it is not practical to let the student have access to the master tape. If the student assistants could assume a few more of the duties presently performed by the teacher it would help - such as correcting some of the papers and giving comments.

The amount of time required for the instructor to develop a tape and to build up the course is very great since it may take 10 to 20 hours of work for one tape. It requires more time to prepare a tape than to prepare for an individual class although the tape can be used many times and partially compensates for the initial time. Not all the tapes are stimulating and there is sometimes a problem of attention in the laboratory. It is hard to maintain the recorders in good shape and this is serious because the program rises or falls with the degree of mechanical maintenance since five minutes is a considerable loss of time in such a program.

Student assistants: Students don't have a chance to give answers to unprepared questions i.e. in spontaneous speech situations. As the year progressed, and especially during the second semester, the lab tended to become a bit monotonous without the teacher there to liven it up. Since the lab tends to be a bit monotonous, it could be absolutely deadly if the wrong professor tried to use the method. Even under the best conditions 6 days a week is somewhat monotonous without the visual animation supplied by a live professor. With 6 sections word gets around to later classes as to what is going on and it precludes any surprise. Word of quizzes may leak out and this makes for a certain amount of optional cutting on the part of later students.

3. (A) As you look at it from the student's point of view, what were the advantages? (It should be noted that answers to this have also come out in response to previous questions and only answers given in response to this specific question are given here. See previous answers for additional light on this question.)

Teachers: Students are not dependent solely on the instructor's own experience and background. Greater variety of materials and voices is provided. The job is done better because the instructor is more highly motivated when he puts it on tape for later use. It tends to keep interest high because the student never knows what is coming next and the day to day anticipation is a challenge. The alternation of class and laboratory is a good idea and provides relief and variety. The contact with important and famous personages is good. Speaking facility and understanding of the spoken word is better than with the other method.

Student assistants: The student can learn to speak German without becoming self-conscious as might be the case if he were speaking to a person. The fine tapes from Germany and the bits of drama are ordinarily just not available to the student. There is considerable advantage in having small sections with fewer students. It makes summer travel a more genuine possibility.

3. (B) As you look at it from the student's point of view, what were the disadvantages? (Here again many relevant answers came out in response to earlier questions and were not repeated here. See answers to earlier questions for additional light on this question.)

Teachers: In the instructions there is not sufficient variety in the tone of voice and different voices should be used to prevent monotony since the recorder cannot pass on gestures and facial expressions. The laboratory was somewhat less interesting the second semester, but class interest picked up and helped compensate for it. It is sometimes hard for the student to concentrate in the lab since no instructor is present and sometimes a tired student will take off the earphones entirely. An occasional text was too difficult, and since it was presented in a strange voice, it tended to compound the difficulty. When laboratory assistants know German, things work well, but not when they don't know German. There is a little too much paper work (quizzes and tests) for the student. Things are so compactly scheduled that if a student must miss a bit, he may find it almost impossible to catch up.

Student assistants: The better student in the laboratory must sit there and wait for presentation times that are too long for him - and the poorer student may not have enough time.

4. (A) As you look at it from the instructor's point of view, what were the advantages?

Teachers: A greater variety of material with things readily available when they are needed. The program forces one to be organized. After the tapes are prepared much can be used over again and other additional tapes can be worked in where needed. It does relieve one of some degree of responsibility for class preparation since one meets the class only every other day and one thus has the opportunity to teach the same thing twice. It goes better the second time. There is no advantage.

Student assistants: In class one can concentrate on the matter of teaching (grammar, etc.) instead of recitation. The student corrects his own papers in class (the small ungraded exercises) and thus has immediate knowledge of results. Larger classes can be handled while close contact is maintained due to the alternation of lab and class. It is nice to have a different class every other day so that monotony is avoided. For an instructor with a good voice personality it puts it to good use. But not otherwise, since it could put students to sleep.

4. (B) As you look at it from the instructor's point of view, what were the disadvantages?

Teachers: It involves too much work for the instructor, partly because there is a larger total number of students, which means more paper work necessarily. The original goal of teaching more students with the same staff is not realized because of the work load imposed. There may be a problem of transferrability i.e. a problem of having someone other than the one who prepared the tapes use them, since there are some subtle problems at this point. One may tend to give up his own professional identity in the process of utilizing tapes of others. There are too many quizzes in labs to handle without paper correcting assistance. The load of paper work required more time than any other class. One or two quizzes per week plus blue books is quite a load for the teacher. Proper staffing would really require an assistant that knows German, and this need was not always realized. One is swamped with grading and correcting papers, and relief is needed since lab assistants are often too busy to grade papers. In work it requires as much as 1 1/2 to 2 classes, and classes must not be increased in size. It is not fair to turn Ph.D. trained personnel into paper graders. If an instructor tends to be just a bit disorganized, the program won't work well, since the scheduling is rigorous and there is little flexibility. If a mechanical breakdown occurs you are in a difficult spot, so things must be in good working order with provisions for rapid repair that many schools might not have.

Student assistants: It requires a certain voice personality in order to put it across and not all persons are capable of doing it. Any given instructor may have teaching techniques and points of view that are not entirely compatible with the approach and point of view used in the program - such as the approach to the subjunctive, for example. There is a tremendous amount of work coordinating all aspects of the program, developing work materials and tapes, etc. Occasionally an instructor doesn't know what is going on and feels separated from the class when it is turned over to the tape. Consequently, a special effort should be made to coordinate teaching with the machines.

5. Do you feel such a program should be continued at Oberlin? Why or why not?

Teachers: Yes, it would be a big loss if it were not continued since this kind of laboratory instruction can handle large numbers of persons. Yes, period. Definitely - no doubt about it. Yes, on a limited basis - at least at the present time.

Student assistants: Yes. Definitely - for reasons already mentioned in previous questions. Yes, since this is definitely the best way to learn German. Definitely!

6. What specific recommendations do you have for improving the program?

Teachers: There needs to be more chance given the student to respond to questions and to learn to talk and speak simple phrases - writing is not enough. More assistants are needed and better maintenance of equipment is needed. Now that the listening ability has been improved there should be more active use of German as in speaking practice. Some of the tapes should be done over using other voices to give variety. There should be more assistance from the assistants. It is hard for some instructors to let the assistants assume responsibility, but some can handle it in a satisfactory manner.

Student assistants: None at all. It would help to make the lesson tapes available for outside use in case students want additional practice as individuals. It might be good to have less English in the course i.e. not to use as many English synonyms to explain the meaning of a German word. In the laboratory it might be better to ask them to use a word in a sentence rather than asking what a word means. A little tape revision might be made, but there is little else to be mentioned. Have the students do more of the grading to relieve the instructor. It might help if the lab assistant job included, and were known to include, tuning in as people practice speaking etc. This would encourage students to be more highly motivated. If lab assistants could participate a bit more, as in giving

preliminary instructions, it would make their part a bit more active and more like a teaching role rather than a machine attendant.

7. (A) What evidence do you have that such a program is superior to the conventional program?

Teachers: The nature of the written work is the best index since much of it is superb compared to the type of work one usually gets. The German is much more nearly idiomatic and they seem freer and more able to talk and comprehend readily. The oral aspect of speaking and hearing is superior. Tests tend to come out in favor of the special method, but there is the well-known bias factor that the psychologists call the "Hawthorne effect" which may be a factor (A reference to the fact that educational experiments almost never fail because a new program is surrounded by greater motivation, higher expectations, enthusiasm on the part of participants, etc.). There is also the possibility that the nature of the tests used may be such as to favor the experimental class. The Princeton tests appear to show some superiority for the experimental group although reading and grammar come out about the same. There seems to be a smaller percentage of F grades under the new program. When campus guests, Germans and Austrians, have been invited to the campus it appears that the students understand them better than they did before the new program was used i.e. the students comprehend what they say and understand their jokes, and this is unusual because they have different accents.

Student assistants: Standardized tests seem to show some superiority for the machine methods. Student demand would appear to confirm this. It is hard to evaluate, but I have a subjective feeling of better coverage of the language. The students seem more confident, especially in speaking out. The degree of interest and motivation would seem to indicate an advantage.

7. (B) What evidence do you have that such a program may be inferior to the conventional program?

Teachers: None. None - even in the area of speaking there does not seem to be evidence of inferiority. This is hard to answer because so much depends upon who handles this kind of a program and how they handle it. Thus it is almost impossible to evaluate the method apart from the specific details of who handles and exactly how they handle it. It might be inferior if handled by someone in a slightly different manner.

Student assistants: It is not as superior for a purely reading knowledge, and a science major might find it extraneous. I can't say because I really don't know very much about the conventional program. During the second semester there is less emphasis put on the discussion of novels with only 3 discussions instead of 5. For a variety of purposes it is nice to have a teacher around.

8. Given a choice, would you prefer to teach a course this way or in the more conventional manner?

Teachers: I prefer this new method. I prefer the conventional manner unless I were to have much more time available. I would prefer the new system but only if I had plenty of time to get it started with a reduced teaching load. I definitely prefer the new method.

Student assistants: I prefer the new method, but it is horrible to set up in terms of time, money, and effort. Prefer the new method. I like the new system.

* * * * *

An Analysis of the Ratings (of the Experimental Course)
Made by German Students in the 1960-1961 Class
March, 1962

Ralph H. Turner,
Professor of Psychology, Oberlin College

(Where it was possible and practical to make quantitative evaluations of these ratings, it was done according to the following plan. The first section, titled "Textbooks," will illustrate the general procedure. Most of the ratings did not lend themselves to this approach, but it was used in several places to permit visual comparisons.)

1. Textbooks (cf. Student Textbook Rating Chart)

The possible ratings of excellent, good, fair, and omit were arranged in that order and were treated as a continuum of approval. Numbers were assigned to each of these ratings on the continuum (1, 2, 3, and 4). The number of students giving a rating falling into each category was multiplied by the weight or number assigned to the category and the sum of these products obtained. This sum was then divided by the total number of students in all categories to give the mean or average rating for all students.

The average rating is shown in the margin to the left of the diagonal and is also shown graphically by a red dot. Thus, the average rating for Ich Höre Namen was 2.0. The

corresponding red dot is shown at the 2.00 position in column 2. The middle of the column is regarded as the 2.0 position and the same principle is applied in all other columns. By joining the red dots with a blue line it is possible to visualize the comparative merits of the various textbooks as judged by the student raters.

This representation speaks for itself. It may be seen immediately that Die Schnapsidee is given the highest rating i.e. is the least liked. Die Unschuldigen is given the lowest (i.e. the best) rating, with Wilhelm Tell following very closely.

The same principle was used to determine the mean difficulty level of these texts and the mean difficulty level is shown in the margin to the right of the diagonal. Red dots are again used to indicate the difficulty level. By inspection it may be seen immediately that the German Heritage and Wilhelm Tell are virtually tied for first place in being the most difficult. The remainder of the texts do not differ sufficiently from one another in difficulty to warrant separate comment. All were in the good or excellent category.

2. Tape recorded material

All ratings here were in the category of good or excellent. None fell into the fair category. For purposes of convenience the tapes will be divided into those that fell into the categories of "good", "good plus" (the high portion of the "good" category), and "excellent". Those falling into the "good" category were Der Bärenhäuter, "Under der Linden", Weh dem, der lügt, Monologe aus "Macbeth", and Schiller: Bilder aus seinem Leben. Those falling into the "good plus" category were Grillparzer, "Der Handschuh", "Die Rede des Marc Anton," Johannes Kepler, Rilke: Leben und Dichten, Wilhelm Tell and Wo ich wohne. Those falling into the "excellent" category were Faust, Mozart, and "Ostpreussen".

The tapes that were definitely considered "hard" were Grillparzer, "Ostpreussen" and Schiller: Bilder aus seinem Leben. Wilhelm Tell and Mozart were also judged to be on the difficult side. The remainder represent "average" degrees of difficulty. No tapes were judged to be "easy".

3. Amount of material

The overwhelming consensus was that the volume of material was just about right. The variety was also judged to be just about right. The great majority, with very few exceptions, judged the material to be about right in difficulty.

4. Type of material

Almost everyone believed the reading material to be generally good with three persons believing it to be only adequate and one feeling it was not challenging.

With respect to the amount of conversation, quite a few felt it was just about right but almost twice this number believed there was too little conversation. The desire for more conversation appears to be quite clear. A separate, two-category dimension was used in tabulating conversation as to suitability (d and e of questionnaire). Here it was found that while most persons believed that the conversational materials were suitable, a few felt that these materials were too general.

Approximately two thirds of the students felt that the amount of poetry was about right. The remaining one third felt, without exception, that there was too little poetry.

The responses to Lieder indicated overwhelming sentiment for repeating. A number felt there were too few and only three persons felt there were too many.

5. Classroom procedures

The amount of memory work was judged to be exactly right by most persons and the average rating for this fell exactly in the middle of the "about right" column. Students judged that they needed more of all other classroom procedures, the amount depending upon the procedure. The demand for more work was greatest for speaking German and for writing. The demand for other classroom procedures was somewhat less than for these two. In no instance did the average rating indicate the desire to have less of a particular procedure.

Of the classroom procedures liked best, the outside reading, poetry, Tell, discussions of literature in German, and the instructor's descriptions of the material read were mentioned most frequently.

As to what was liked least, such a wide variety of answers was given to this question that nothing stands out as particularly important.

6. Laboratory procedures

Although a substantial majority believed that there was sufficient variety, one fourth of the students believed there was not enough variety and no student believed there was too much variety.

With respect to Übungen, almost everyone believed that the coverage of assignments was adequate. Most felt that the length of Übungen was about right with one believing they were too short and 5 that they were too long. The difficulty level was regarded as satisfactory by virtually

everybody. Quite a number wanted more conversation and an even larger number wanted more pronunciation drill. While about three fourths felt that the time for checking written work was about right, one fourth wanted more time. A slim majority believed that the time allowed for listening was about right, but a very substantial number of students did want more time.

Almost everybody agreed that the timing of the assignment schedules was good.

Approximately a third believed the workbook to be helpful, a third called for it to be expanded, and a third felt it was of doubtful value.

There was a considerable difference of opinion as to the availability of lab tapes. While a large number of students believed the present arrangement to be satisfactory, a majority wanted them to be available for individual use.

Most students believed it would be helpful to have additional opportunity to work with the new tape recordings outside of regular lab time. A few expressed reservations by stating that it would be time consuming. No one felt it would be of little benefit to have this additional opportunity.

Almost all students believed that the work of the lab assistants was about right. Several felt it should be expanded.

An inspection of the things liked best in the laboratory indicated that songs were the favorite by a very large margin. The opportunity to translate and see one's mistakes immediately was also commented upon frequently, followed by a host of other comments.

Comments upon the least liked aspects of the laboratory covered a wide range and no single feature was mentioned by a significantly large number of students.

7. Written work

Many persons believed that the amount of written work was about right, but an even larger number believed that there was too little written work. Only one stated that there was too much written work.

Inspection of the comments regarding written work indicated a fair amount of demand for more short papers, more work with sentences and another Faust-type paper.

8. General evaluation of Deutsch Zwei

The enthusiasm of the professor, the amount of reading, the opportunity to learn about culture(s), the blue books, and the variety offered were all commented upon in a distinctly favorable manner. A considerable number said that there

should be more question periods of forced conversation. There was also a moderate demand for more writing, more vocabulary, and more grammar. Other comments, as shown, occurred so infrequently that comment is probably not warranted.

Die Sondergruppe

The comments made by this comparatively small group do not lend themselves to quantitative analysis as readily as those made by the larger number of students in the regular class. However, a number of observations may be made.

All stated that they experienced an increased capacity to speak German readily. All but one believed their listening comprehension had improved. All felt that they had gained broader experience with vocabulary and idioms.

All but one made the unqualified statement that the subject matter was more challenging than that covered in the regular class.

All believed the oral reports were valuable. Nine comments specifically mentioned the opportunity for extemporaneous speaking and three commented on the opportunity for listening to accents.

All stated that they had greater confidence in their ability to handle German than would have been the case if they had continued only with the regular work. In explaining why they had more confidence, 8 comments emphasized the fact that more practice was obtained, four noted that there was greater interest in this kind of work and two comments stressed the fact that there was less tension involved here.

When asked to comment on Magda, 6 statements were to the effect that it was enjoyable, three that it was too difficult, four that it stimulated conversation, and one that it is too insignificant in literature.

As to whether the opportunities of the Sondergruppe should be extended to the entire class, six disapproved and two approved. Those opposed to extending it said that groupings should be by ability, noted that a small size is desirable, believed that many students would not want to enter this special group, or believed it would be too hard on the professor. Those who approved the idea felt that all interested persons should have a chance.

The attempt to find out how the tape material could be used more extensively and effectively by the Sondergruppe was not very successful since only a few random comments emerged. Suggestions included making texts of taped materials available, having two oral reports per student, including more poetry, and giving more time.

The aspects of the Sondergruppe that they liked best included Magda, the informality, the Cornet (Rilke), the conversations, and the poems.

Suggestions for improving the Sondergruppe work did not focus on any one aspect of the work, but were widely scattered. They included the desire for more vocabulary, more talks, more work at the beginning of the semester while the rest of the class is studying grammar, working with a senior German major for grammar, having the instructor speak at a faster rate, and more conversation.

Tentative Testing Results

E. L. Van Atta,
Associate Professor of Psychology, Oberlin College
CEEB German Reading (Placement) Test
Comparison of Group Means

<u>Year</u>	<u>Test Form</u>	<u>Mean of Experimental Section</u>	<u>Mean of Traditional Sections</u>	<u>Mean Difference</u>	<u>σ Mean Difference</u>	<u>Critical P Ratio</u>
1959	CPL-1	505.7	497.1	8.6	9.0	.96 .17
1960	CPL-1	503.6	484.8	18.8	14.8	1.27 .10
1961	BPL-2	559.2	526.1	33.1	8.2	4.04 <.001

CEEB German Listening Comprehension Test
Comparison of Group Means

<u>Year</u>	<u>Test Form</u>	<u>Mean of Experimental Section</u>	<u>Mean of Traditional Sections</u>	<u>Mean Difference</u>	<u>σ Mean Difference</u>	<u>Critical P Ratio</u>
1960	AP	30.98	26.84	4.14	1.253	3.30 <.001
1961	IBA	36.40	28.50	7.90	1.02	7.74 <.001

CEEB Scholastic Aptitude Test: Verbal
Comparison of Means
(1961 only)

Experimental Section	633.9
Traditional Sections	627.8
Mean Difference	6.1
σ Mean Difference	14.6
Critical Ratio	.42
P	$\approx$.69 (two tailed P)

STUDENT TEXTBOOK RATING CHART

Ralph H. Turner,
Professor of Psychology, Oberlin College

Mean	TEXTBOOK TITLE	QUALITY RATINGS				DIFFICULTY		
		<u>Exc.</u> (1)	<u>Good</u> (2)	<u>Fair</u> (3)	<u>Omit</u> (4)	<u>Easy</u> (1)	<u>Avg.</u> (2)	<u>Dif.</u> (3)
2.00	A. <u>Deutsche Hörspiele</u>							
1.94	"Ich höre Namen"	10	19	8	1	4	26	2
1.76	"Das gnadenbringende Strafgericht"	15	17	6		10	21	1
2.37	"Die Schnapsides"	8	14	10	6	12	18	2
1.69								
2.13	"Der Ost-westliche Diwan"	8	19	9	2	10	17	5
1.84								
1.79	B. <u>Drei Kameraden</u>	17	15	3	3	7	21	3
1.87								
1.42	C. <u>Die Unschuldigen</u>	23	13	2		11	18	4
1.79								
2.08	D. <u>German Heritage</u>	7	22	8	1		17	14
2.45								
1.54	E. <u>Wilhelm Tell</u>	25	6	4	2	1	15	16
2.47								

(The above ratings were tabulated on the basis of student responses to questions on a general questionnaire.)

A COMPARISON OF THE PERFORMANCE OF STUDENTS IN AN EXPERIMENTAL FIRST-YEAR GERMAN CLASS AT OBERLIN WITH SOME OTHER GROUPS OF FIRST-YEAR STUDENTS

Donald J. Malcolm, Educational Testing Service

During the 1960-61 academic year, Oberlin College, under a NDEA grant from the United States Office of Education, carried out a program of experimentation on the teaching of first-year German. An experimental class was organized which differed from conventional classes in at least three major respects: (1) the number of students under the tutelage of the instructor was much larger than customary, (2) the number of contact hours between the students and instructor was greatly reduced, (3) the number of hours students spent in the language laboratory and in using various electro-mechanical aids to learning was considerably increased. The purpose of the present report is to compare the performance of the experimental students on an end-of-course test of reading ability and listening comprehension* with the performance on the same test of: (1) other students at Oberlin who were instructed by conventional methods during the same academic year and (2) first-year students of German at Harvard and Princeton.

The following groups of students from the institutions specified were tested:

Harvard : 95 boys from Harvard College and 16 girls from Radcliffe who were enrolled in the Harvard German classes. In the analyses which follow, boys and girls are dealt with separately in order to avoid confounding differences among colleges with differences between the sexes in language learning ability.

Princeton : 101 boys in German 102-2, the regular first year course, and 15 boys in German 102-5, a first-year course for superior students. In the analyses which follow, no distinctions are made between these two courses. This has been done for two reasons: (1) keeping the courses separate would have required using even smaller samples than were actually used in making some of the comparisons, and (2) students in 102-5 are invited into this class on the basis of their performance in 102-2. Hence, the two courses are not really independent.

Oberlin : 22 boys and 25 girls in the experimental first-year course, and 76 boys and 40 girls in the conventional course. In the analyses which follow, the two courses are treated separately, as are the sexes.

In view of the fact that this study was undertaken to obtain evidence pertaining to the relative effectiveness of the instructional methods used in the Oberlin experimental class and in "conventional" classes, attention had to be given to the operation of factors other than that of instructional method-

*The tests used were forms BPL-2 (Reading) and IBA (Listening Comprehension) in the CEEB placement test series.

ology which could bring about differences in the level of achievement of students in the various groups. One such factor is the verbal ability of students, as measured by the Scholastic Aptitude Test. The SAT-V scores for most students in the several groups with which this study is concerned were available.* This information is summarized in Table I. Table I shows clearly that the mean verbal scores of the Harvard and Princeton students is substantially higher than that of the Oberlin students. If the Harvard and Princeton boys are combined and treated as a single group and if the Oberlin experimental and control groups of boys are similarly combined, a mean difference of 36.55 scale points in favor of Harvard and Princeton is obtained. The mean difference between the Radcliffe and Oberlin girls is even greater, 63.16 scale points. Because scores on the reading and listening comprehension tests are positively correlated with SAT-V scores (i.e. students who score high on SAT-V tend to score high on the achievement tests), the implication for the present study of the differences in the verbal aptitude of the several groups to be compared is apparent. Even if the various instructional techniques were equally effective, some differences would be expected in the performance of the groups simply because some of them were comprised of more able students than were others. In order to take this source of variation in test scores into account, the analysis of covariance technique was used in comparing the mean scores of the various groups of students on the reading and listening tests. In effect, this technique takes into account, or makes adjustments for, differences in the ability levels of the groups being compared.

Another factor which could bring about differences in the level of performance of the several groups is that of prior experience in learning German and other modern foreign languages. To ascertain if differences with respect to this variable existed, students at all three colleges completed questionnaires which asked about their training in languages. A negligibly small number of students reported that a language other than English was spoken at home. None of these students was in the Oberlin experimental class. A larger number of students reported that they had studied German in high school for varying numbers of years. The mean number of years of high school German taken by all students tested at each of the three institutions is as follows:

Oberlin Experimental Group	.170 School Years
Oberlin Control Group	.252 School Years
Princeton	.065 School Years
Harvard and Radcliffe	.308 School Years

It is apparent from the above figures that the Oberlin experimental group was not at an advantage in terms of the number of students who had studied German in high school.

*The numbers of students who took the reading and listening tests and the numbers of these for whom SAT data were available are given in Appendix A. The data appearing in Table I are based on random samples drawn from the population of students listed in Appendix A on whom both achievement test and aptitude test data were available. The sample reported in Table I is the same as that on which the subsequent analyses of covariance were run.

-3-

TABLE I

MEAN SAT-V SCORES OF RANDOM SAMPLES OF STUDENTS

<u>GROUP</u>	<u>N</u>	<u>MEAN SAT-V</u>
Harvard Boys	20	662.15
Radcliffe Girls	16*	705.25
Oberlin Experimental - Boys	20*	618.10
Oberlin Experimental - Girls	17*	652.47
Oberlin Conventional - Boys	20	632.55
Oberlin Conventional - Girls	17	631.71
Princeton Boys	20	661.60

*All available cases.

-4-

Table II indicates the mean number of years of study at the high school level of languages other than German.

TABLE II

MEAN NUMBER OF YEARS OF FOREIGN LANGUAGE STUDY AT THE SECONDARY LEVEL

	<u>N*</u>	<u>Latin</u>	<u>Spanish</u>	<u>French</u>	<u>Other</u>	<u>Total</u>
Harvard	111	1.96	.23	1.45	.12	3.76
Oberlin Experimental	47	1.79	.28	1.32	.00	3.38
Oberlin Control Group	116	1.47	.42	1.03	.05	2.97
Princeton	119	2.04	.42	.94	.04	3.45

It is apparent from the above table, that students in the Oberlin experimental class had, on the average, (1) a little more experience in high school with foreign languages than had the Oberlin control group (*i.e.* the students who took the conventional course), and (2) a little less experience than had the Harvard and Princeton students.

Students in the three colleges were also asked to specify the number of years they had studied foreign languages other than German at the college level. The results of this question are summarized in Table III.

TABLE III

MEAN NUMBER OF YEARS OF FOREIGN LANGUAGE STUDY AT THE COLLEGE LEVEL

	<u>N</u>	<u>French</u>	<u>Other</u>	<u>Total</u>
Harvard	111	.17	.25	.42
Oberlin Experimental	47	.54	.04	.59
Oberlin Control Group	116	.22	.04	.26
Princeton	119	.20	.17	.37

The data in the preceding table indicate that students in the Oberlin experimental class were somewhat more inclined to study languages other than German at the college level than were students in the conventionally-taught German classes. Similarly, they were, on the average, a little more inclined

*Number of cases on which figures are based.

to take such courses than were students at Princeton and Harvard. This suggests that the Oberlin experimental group may have been more interested in foreign language learning than were students in the other groups. The writer does not have information pertaining to how students were selected for the experimental and control groups at Oberlin. If it was done on other than a random basis, there is the possibility that selective factors operated which resulted in the more highly motivated students being assigned to the experimental class.

In Table IV are given the means and standard deviations of the score distributions obtained for all the students at Harvard, Oberlin and Princeton who took the Reading and Listening Comprehension Tests in German at the end of their first year of instruction in that language. The data are presented in this table in three groups (A, B and C), corresponding to the three major sets of comparisons that were made, namely, (A) Oberlin experimental boys vs. Harvard and Princeton boys, (B) Oberlin experimental girls vs. Radcliffe girls, and (C) Oberlin experimental subjects vs. Oberlin control subjects. The entries in parentheses will be explained in the next paragraph. The data in this table support the following two generalizations:

- (1) In all comparisons, students in the Oberlin experimental class obtained higher mean scores on both tests than did students in the other groups. It should be kept in mind that these scores are not adjusted for differences in ability levels of the several groups. They are obtained scores.
- (2) The differences in favor of the Oberlin experimental class are greater in all comparisons on the Listening Comprehension Test than on the Reading Test.

For each of the three major groups of data presented in Table IV, an analysis of covariance was run to determine the statistical significance of the differences among the means in each set of data. It will be noted in Appendix A that the number of usable cases (cases for which both achievement and aptitude test scores were available) varied considerably among the groups of students. Among the boys, for example, the numbers ranged from 20 (the Oberlin experimental group) to 96 (the Princeton group). In order to simplify the calculations and in order to avoid weighting the results in favor of the larger groups, random samples of 20 each were drawn from the larger groups. Hence, the analysis of covariance for the boys from the three colleges is based on twenty cases from each of the schools. In the comparison of the Oberlin experimental girls with the Radcliffe girls, all available cases (17 and 16 respectively) were used. In comparing the Oberlin experimental girls with the Oberlin control girls, a random sample of 17 girls was drawn from the population of 30 control girls for whom SAT scores were available. The means of the various random samples which were used in the analyses of covariance are given within parentheses in Table IV. It will be observed in this table that the sample means approximate quite closely the population means. Accordingly, it cannot be argued that the statistically significant differences which were obtained in favor of the Oberlin experimental group are a result of the selection of unusually unfavorable samples of students from other groups.

-6-

TABLE IV

MEAN SCORES AND STANDARD DEVIATIONS ON THE READING AND LISTENING
COMPREHENSION TESTS

		<u>German Reading</u>		<u>German Listening</u>	
	<u>N</u>	<u>Mean</u>	<u>Deviation</u>	<u>Mean</u>	<u>Deviation</u>
A. <u>Boys</u>					
Oberlin Exp.	22	551.50	42.20	589.27	51.32
" (Sample)	(20)*	(554.15)		(594.50)	
Harvard	95	523.20	53.23	539.46	69.96
" (Sample)	(20)	(527.15)		(545.50)	
Princeton	116	508.36	54.39	523.20	64.83
" (Sample)	(20)	(527.10)		(546.00)	
B. <u>Girls</u>					
Oberlin Exp.	25	565.32	49.49	592.88	62.33
" (Sample)	(17)*	(575.65)		(612.29)	
Radcliffe	16	546.50	38.87	564.00	53.62
" (Sample)	(16)*	(546.50)		(564.00)	
C. <u>Oberlin</u>					
Boys Exp.	22	551.50	42.20	589.27	51.32
" " (Sample)	(20)	(554.15)		(594.50)	
Boys Control	76	523.49	56.89	499.29	68.77
" " (Sample)	(20)	(526.10)		(515.70)	
Girls Exp	25	565.32	49.49	592.88	62.33
" " (Sample)	(17)	(575.65)		(612.29)	
Girls Control	40	532.75	57.91	527.85	64.13
" " (Sample)	(17)	(516.76)		(536.65)	

*All available cases.

In Table V are reported the "adjusted" mean scores which were obtained in the covariance analyses of the three major sets of data. These represent the mean scores that would have been obtained had the students in the sub-groups been similar in scholastic aptitude as measured by SAT-V. It will be observed that the adjustment gives Oberlin an increase in scores; and Harvard and Princeton receive penalties.* It will also be noted that the adjustment for a particular group is not an absolute value. Rather, it is relative to the particular groups being compared. This is the reason why the adjusted score for the Oberlin experimental group of boys is one value in the comparison with boys from Harvard and Princeton and another value in the comparison with the Oberlin control group.

TABLE V
MEAN SCORES ON THE READING AND LISTENING TESTS ADJUSTED FOR
DIFFERENCES IN THE ABILITY LEVELS OF THE GROUPS COMPARED

	<u>German Reading</u>	<u>German Listening</u>
A. Boys		
Oberlin Experimental	565.33	605.43
Harvard Sample	521.45	539.93
Princeton Sample	521.62	540.63
B. Girls		
Oberlin Experimental	585.69	618.50
Radcliffe	535.83	557.40
C. Oberlin		
Boys Experimental	558.57	597.97
Boys Control Sample	526.24	515.81
Girls Experimental	569.90	607.77
Girls Control Sample	517.15	536.96
Total Experimental	563.78	602.48
Total Control	522.07	525.52
Total Boys	542.40	556.89
Total Girls	543.53	572.36

*The equation used in making these corrections will be found in Appendix B.

The F ratios which were obtained in testing the significance of the differences among the adjusted mean scores for the three sets of data reported in Table V are given in Table VI.¹

TABLE VI

OBTAINED F 'S AND ASSOCIATED LEVELS OF SIGNIFICANCE FOR THE THREE SETS OF DATA

	<u>Reading Test</u>	<u>Listening Test</u>
A. Boys, Oberlin Experimental	$F = 4.07^*$	$F = 5.54^{**}$
Harvard Sample		
Princeton Sample		
B. Girls, Oberlin Experimental	$F = 10.73^{**}$	$F = 7.33^*$
Radcliffe		
C. Oberlin Experimental and Control		
Between the four sub-groups	$F = 5.36^{**}$	$F = 9.99^{**}$
Between sexes	$F = \text{less than } 1$	$F = 1.14$
Between instructional methods	$F = 15.21^{**}$	$F = 28.67^{**}$
Interaction; sex and methods	$F = \text{less than } 1$	$F = \text{less than one}$

** Differences significant at the 1% level.

* Differences significant at the 5% level.

The most important generalization to be drawn from the preceding table is that in all comparisons the Oberlin experimental group performed significantly better than did students in the other groups. The levels of significance which are given in Table VI indicate the probability that differences as great, or greater, than those that were obtained among the means could have come about simply as a result of sampling fluctuation. This is tantamount to assuming that the sub-groups in each of the comparisons represent random samples of students drawn from a common population of first-year German students. Since

¹The method of covariance analysis used in this study requires that the regression coefficients of aptitude on achievement for the sub-groups being compared not differ significantly from one another. The appropriate test was applied to the three sets of data and it was found that the assumption was satisfied.

in all of the comparisons involving the Oberlin experimental group, the chances are fewer than five out of 100 that such differences could have come about by chance, one has considerable confidence in rejecting the hypothesis that the differences are chance differences. Conversely, one has considerable confidence in accepting the hypothesis that the differences are attributable to factors other than chance.

Two of the comparisons listed in Table VI did not differ significantly (significantly being defined as the 5% level or better). These are the differences in the performance of boys and girls at Oberlin, independent of the method of instruction. The means for these two groups are given on the last two lines of Table V. Similarly, the interaction between the sex of Oberlin students and the method of instruction turned out to be non-significant. This means that boys and girls did not respond differentially to the two different instructional methods, conventional or experimental.

It should be pointed out that the generalization cannot be drawn on the basis of the results of the covariance analyses of the Harvard, Oberlin and Princeton data (sets A and B) that colleges which conduct first-year German classes by the experimental method obtain better results than do colleges which follow more traditional procedures. The reason for this is that in Set A only three colleges are compared and in Set B only two. Hence, there is an insufficient amount of data on which to base an analysis which would yield information related to the above generalization. What can be concluded, however, from the analyses of covariance of Sets A and B is that if the study were to be repeated in another year at the three institutions, it is highly probable that results similar to those in the present study would be obtained. This, of course, assumes no changes in instructional methodology or in kinds of students enrolled in the German classes.

The results of the present study indicate clearly that students from the Oberlin experimental class performed significantly better, both in a practical sense and in a statistical sense, on the reading and listening tests, than did students in the control classes in Oberlin and in the first-year German classes at Harvard and Princeton. The results of the study are much less clear, however, when it comes to identifying the causes for these differences. Since a number of factors, some of an inter-institutional nature and some of an intra-institutional nature, were left uncontrolled in the study, the results are not without ambiguity. The conclusion cannot justly be drawn from the data presented in this paper that the differences in the performance of the Oberlin experimental group relative to the performance of other groups of students are uniquely attributable to differences in instructional methods. The rather substantial differences in favor of the experimental Oberlin classes give a degree of credence to this hypothesis, but they do not prove it.

APPENDIX ANUMBERS OF STUDENTS WHO TOOK THE READING AND LISTENING TESTS
AND NUMBERS FOR WHOM SAT DATA WERE AVAILABLE

	(1)	(2)	(3)	(4)
	Reading Test	SAT Data	Listening Test	SAT Data
<u>Harvard</u>				
Boys	95	89	94	88
Girls (Radcliffe)	16	16	16	16
<u>Oberlin Control Group</u>				
Boys	76	70	62	56
Girls	40	30	33	26
<u>Oberlin Experimental Group</u>				
Boys	22	20	22	20
Girls	25	17	25	17
<u>Princeton</u>				
Boys	101	96	101	99

-11-

APPENDIX B

EQUATION AND REGRESSION WEIGHTS USED IN ADJUSTING MEAN SCORES
TO TAKE DIFFERENCES IN ABILITY LEVELS INTO ACCOUNT

$$\text{Adj. } M_y = \text{Obt } M_y - b_w (M_{x_1} - M_{x_t})$$

where

Adj M_y = the adjusted mean score on the test in question.

Obt M_y = the obtained mean score on the test in question.

M_{x_1} = the mean score of the sub-group on SAT-V.

M_{x_t} = the mean score of the conventional sub-groups.

b_w = a parameter having the values shown below.

Values of b_w	<u>Reading</u>	<u>Listening</u>
A. For comparing boys at Harvard, Oberlin and Princeton	.3830	.3747
B. For comparing girls at Oberlin and Radcliffe	.3923	.2427
C. For comparing Oberlin Experimental and Control Groups	.2960	.2327

Princeton, New Jersey
February, 1962

Tentative Schedule

- 3 Weeks - SHORTER COLLEGE GERMAN I - V
 October 9 - Bluebook "Vergißmeinnicht"*
 Mörike: "Septembermorgen"*
- 3 Weeks - SCHWEITZER (First Laboratory Work)
 SHORTER COLLEGE GERMAN VI - IX "Schwarzbraun"
 October 30 - Bluebook
 Listening: STEUBEN
- 3 Weeks - SHORTER COLLEGE GERMAN X - XIV
 November 21 - Bluebook Rilke: "Herbsttag"*
 Outside Reading: CARL SCHURZ
- 3 Weeks - SHORTER COLLEGE GERMAN XV - XIX
 December 11 - Bluebook
 Goethe: "Über allen Gipfeln"*
 Outside Reading: EINSTEIN
- 3 Weeks - SHORTER COLLEGE GERMAN XX - XXII
 GENIALISCHE JUGEND: "Stille Nacht"*
 a) "Goethe in Wetzlar" (in class)
 b) "Schillers Aufbruch" (outside reading)

Textbooks

1. SHORTER COLLEGE GERMAN (3rd.ed.) - Evans, Röseler, Reichard (Appleton-Century-Crofts)
2. GERMAN GRAMMAR WORKBOOK - Röseler & Reichard (Appleton-Century-Crofts)
3. Cultural Graded Readers: (American Book Company)
 a) SCHWEITZER b) Carl Schurz c) Einstein
4. GENIALISCHE JUGEND - Erika Meyer (Houghton Mifflin)

* To be memorized, spot-checked in class, later individually recorded in the laboratory with the aid of an undergraduate assistant, and finally checked in detail for pronunciation by the instructor and graded on a sheet returned to student.

DEUTSCH ZWEI

1962

Tentative Schedule

- Objectives:
1. Improved listening capacity (variety of voices, normal tempo)
 2. Facility in reading (including pronunciation and reading aloud)
 3. Readiness to participate in conversation on everyday topics (with response by all)
 4. Vocabulary building
 5. Grammar Review (fixing general principles)
- *****

- Texts:
1. DEUTSCHE HÖRSPIELE, ed. Reichert
 2. DREI KAMERADEN, Remarque, ed. Peebles
 3. The GERMAN HERITAGE, ed. Phelps & Stein
 4. DIE UNSCHULDIGEN, von le Fort
 5. WILHELM TELL, Schiller, ed. Palmer
 6. Deutsches Liederbuch, 2. Folge (Thrift Press)
- *****

3 weeks - DEUTSCHE HÖRSPIELE Heine - "Leise zieht"
 1. "Ich höre Namen"
 2. "Das gnadenbringende Strafgericht"
 Bluebook: 26 February

2-3 weeks - DREI KAMERADEN (Verbs) Mörike: "Er ist's"
 Outside Reading: "Die Schnapsidee" -due 14 March
 Bluebook: 22 March

2 weeks - The GERMAN HERITAGE: Faust "Kennst du den Faust?"
 Outside Reading: "Der öst-westliche Diwan" -due
 30 March

2 weeks - DIE UNSCHULDIGEN
 Bluebook (date to be announced)

5 weeks - WILHELM TELL
 a. "O, eine edle Himmelsgabe"
 b. "O, mächtig ist der Trieb
 des Vaterlands"

Various original tape-recorded materials from Germany and Austria will be included in the laboratory work.

Zur Beachtung: Georg Büchner: Leonce und Lena
 March 16 & 17
 Hall Auditorium

Sample Assignment Sheet

50

DEUTSCH EINS

1961

Assignment Sheet #1

SCHWEITZER - Goedsche & Glaettli
Emphasis: A. Reading & Vocabulary Building
B. Review of Grammar to date

* * * * *

CLASS

LABORATORY

Montag,
den 17. Oktober - Die ganze Klasse - SCHWEITZER I

Dienstag, Gruppe 1
den 18. SCG VIII (omitting Conversation
Oktober & Selected Word List)

Gruppe 2
SCHWEITZER II } Tape
Review of Modals }
WORKBOOK S.67-68 } #1

Mittwoch, { Gruppe 2
den 19. SCHWEITZER III &
Oktober Review of Word Order (SCG par. 6)

Gruppe 1
Ibid. }

Donnerstag, { Gruppe 1
den 20. Ibid.

Gruppe 2
SCHWEITZER IV }
Review of Pres. Tense & }
Imperative (SCG I & II) } #2

Freitag, Keine Stunde!
den 21. Oktober Ein Feiertag für alle.

Montag, { Gruppe 2
den 23. SCHWEITZER V
Oktober Review SCG VI (Grammar
 & Sel. Word List)

Gruppe 1
Ibid. }

Dienstag, { Gruppe 1
den 24. Ibid.

Gruppe 2
SCHWEITZER VI & Review of }
Accusative & Preps. (SCG-II) } #3

Mittwoch, { Gruppe 2
den 25. SCHWEITZER VII
Oktober Review SCG V (Grammar)

Gruppe 1
Ibid. }

Donnerstag, { Gruppe 1
den 26. Ibid.

Gruppe 2
SCHWEITZER VIII & Review of }
Dative & Preps. (SCG III) }
WORKBOOK S. 11-12 (bis D) } #4

Freitag, { Gruppe 2
den 27. SCHWEITZER IX & X
Oktober Review SCG VII (Grammar
 & Sel. Word List)

Gruppe 1
Ibid. }

* * * * *

Achtung! Achtung! - Dienstag, den 31. Oktober: Die ganze Klasse:
schriftliche Prüfung über Schweitzer & SCG bis IX

DEUTSCH ZWEI

1962

Aufgabeblatt #1

CLASSLABORATORYMontag, den 5. Februar

DIE GANZE KLASSE: DEUTSCHE HÖRSPIELE:
 "Ich höre Namen", Szene 1
 (Ein Faschingslied)

Gruppe 1 GERMAN HERITAGE: 74-76: Friedrich der Große 181-182: Schiller: "Der Handschuh"	<u>Dienstag,</u> <u>den 6.</u> <u>Februar</u>	Gruppe 2 "Ich höre Namen": Szenen 2 & 3 Review: Present Cond. Contrary to Fact WORKBOOK: 83-86	Tape #1
Gruppe 2 "Ich höre Namen": Szenen 4-7	<u>Mittwoch,</u> <u>den 7.</u> <u>Februar</u>	Gruppe 1 Ibid.	
Gruppe 1 Ibid.	<u>Donnerstag,</u> <u>den 8.</u> <u>Februar</u>	Gruppe 2 "Ich höre Namen": Szenen 8-10 Review: Past Cond. Contrary to Fact WORKBOOK: 87-88	Tape #2
Gruppe 2 "Ich höre Namen": Szenen 11-13	<u>Freitag,</u> <u>den 9.</u> <u>Februar</u>	Gruppe 1 Ibid.	
Gruppe 1 Ibid.	<u>Montag,</u> <u>den 12.</u> <u>Februar</u>	Gruppe 2 "Ich höre Namen": Szene 14 Review: Past Cond. Cont. to Fact: WORKBOOK 89-90	Tape #3
Gruppe 2 "Ich höre Namen": Szene 15 (Schluß)	<u>Dienstag,</u> <u>den 13.</u> <u>Februar</u>	Gruppe 1 Ibid.	
Gruppe 1 Ibid.	<u>Mittwoch,</u> <u>den 14.</u> <u>Februar</u>	Gruppe 2 "Das gnadenbringende Strafgericht" bis 74 WORKBOOK: 93-94 (als ob)	Tape #4
Gruppe 2 "Strafgericht" bis 83	<u>Donnerstag,</u> <u>den 15.</u> <u>Februar</u>	Gruppe 1 Ibid.	
Gruppe 1 Ibid.	<u>Freitag,</u> <u>den 16.</u> <u>Februar</u>	Gruppe 2 "Strafgericht" bis 91 WORKBOOK: 95-96	Tape #5

DEUTSCH EINS
Übungen im Laboratorium
Übung 8

Die 8. Übung im Sprechlabor besteht aus den folgenden Teilen:

1. Teil: A review of adjective endings
2. Teil: Reading and pronunciation practice: das Gespräch, "Begegnung auf der Strasse"
3. Teil: A review of the plurals of feminine nouns
4. Teil: Rainer Maria Rilke und sein Gedicht: "Herbsttag"

1 Teil: A review of adjective endings

Nehmen Sie heute zuerst das Übungsblatt in die Hand. Oben auf dem heutigen Übungsblatt finden Sie zweimal zehn Phrasen. Bei jeder Phrase fehlen einige Endungen. Sie haben 4 Minuten die fehlenden Endungen hineinzuschreiben.

Time to write: 4 min.

Here you should have written:

5,35 min. (9,35)

Nummer 1:

die schöne rote Beere - die Beere, the word for "berry", is feminine, obviously, and therefore you have e-endings straight through.

keine schönen roten Beeren - Beeren is plural; hence you have the en-endings on the adjectives, which are controlled by the limiting word, keine. keine schönen roten Beeren

Nummer 2:

welcher lange schnell fließende Bach - It's der Bach; hence welcher Bach, and any adjectives coming between welcher and the noun have the weak endings e. Schnell is an adverb modifying the adjective fließend, "swiftly flowing"; hence there is no ending on schnell.

Nummer 3:

manche junge Kusine meine hübschen jungen Kusinen

meine is the normal plural of:

mein, meine, mein

The descriptive adjectives hübsch and jung both have en endings, because in the 3-way situation any number of descriptive adjectives will have en-endings in any case in the plural.

Nummer 4:

solch (no ending) eine dicke Kuh - You remember when solch is separated out and the ein is expressed separately, solch never has an ending, regardless of gender or case.
solch eine dicke Kuh seine dicke alte Kuh

Nummer 5:

auf jenem hohen Hügel - auf, meaning "on", would take the dative here.

auf jenem hohen Hügel hinter welchem blauen Hügel

Nummer 7:

innerhalb (This is a preposition which calls for the genitive and you notice the es-ending on Landes.) innerhalb des ganzen Landes and kein (no ending) allzu grosses Land - kein, of course, as an ein-word, has no ending by nature in the nominative case. Allzu is an adverbial idea modifying gross, and gross shows gender, since no ending was indicated on the ein-word. kein allzu grosses Land

Nummer 8:

mit dem schwer verdienten Geld - This is dative, of course; mit dem (schwer, as an adverb, has no ending) - mit dem schwer verdienten Geld. ohne das schwer verdiente Geld - ohne, of course, takes the accusative; hence you have das schwer verdiente Geld.

Nummer 9:

vor seinem neuen Wagen für ihren alten Wagen
für calls for accusative, so you have -en twice.

Nummer 10:

jeder (each) - jeder kleine Teil mein sehr kleiner Teil
sehr, of course, as an adverb, has no ending, and mein with no ending calls for the strong ending -er on the adjective klein. mein sehr kleiner Teil

AMPEX 2. Teil: Reading and pronunciation practice: das Gespräch,
1,70 "Begegnung auf der Strasse"

Nehmen Sie jetzt Shorter College German in die Hand und machen Sie das Buch auf Seite 89 auf, Seite 89 in Shorter College German. Auf Seite 89 finden Sie das Gespräch betitelt, "Begegnung auf der Strasse". Üben wir jetzt an diesem Gespräch. Repeat each phrase or sentence immediately after you hear it, trying to imitate as accurately as possible what you hear. Sind Sie bereit? Also, beginnen wir!

Hagen: Guten Morgen, Herr Braun! Was machen Sie so früh in der Stadt?

Braun: Ich habe ein paar Einkäufe zu machen.

H: Ich hörte, Sie haben sich eine kleine Bauernwirtschaft gekauft.

B: Sie haben recht. Ich bin Landwirt geworden.

H: Wo liegt Ihre Bauernwirtschaft?

B: Nicht weit von hier. Nur zehn Kilometer von der Stadt.

H: Wieviel Land gehört zu der Wirtschaft?

B: Nur 120 Acker. Die Hälfte davon sind Wald und Wiese.
(You notice that German says die Hälfte, "half of it", instead of "one half", as we might in English.)
(repeat sentence)

H: Bearbeiten Sie die Wirtschaft allein?

B: Nein, meine Mutter und meine Schwester sind bei mir.
Sie besorgen das Haus und die Küche. Dann habe ich

noch einen Knecht, der besorgt die Pferde und die Kuhe. (Notice this use of der as a demonstrative with special stress: der besorgt die Pferde und die Kühe.) Ich arbeite mit den Pferden und den landwirtschaftlichen Maschinen auf den Feldern. (Let's try this last sentence again! Ich arbeite mit den Pferden und den landwirtschaftlichen Maschinen auf den Feldern. Now let's try the whole last sentence: -repeat-).

Auf der nächsten Seite:

H: Was machen Sie mit der Ernte?

B: Einen Teil der Ernte verkaufe ich. Den Rest gebrauche ich als Futter für die Tiere. Besuchen Sie mich einmal, Herr Hagen!

H: Danke, das will ich gern tun. Auf Wiedersehen, Herr Braun.

B: Auf Wiedersehen, Herr Hagen.

Nun lesen wir denselben Text noch einmal durch, aber diesmal lesen Sie die Rolle des Herrn Hagen und ich lese die Rolle des Herrn Braun. Sind Sie bereit? Also, Herr Hagen, beginnen Sie!

(Repeat conversation)

6, 15 min. (15,50)

AMPEX
3,85

3. Teil: A review of the plurals of feminine nouns

Nehmen Sie jetzt wieder das heutige Übungsblatt in die Hand. In der Mitte vom Übungsblatt finden Sie 28 weibliche Hauptwörter von der SCHWEITZER Wortliste. Sie haben jetzt 4 Minuten, die Pluralendung und die englische Bedeutung für jedes Wort niederzuschreiben. Take 4 minutes to jot down the plural ending and the English meaning for each word.

Time to write: 4 min. (19,50)

Here you should have written: 3 1/2 min. (23,20)

- Nummer 1: die Hilfen - help
 2: die Sorgen - care; worry
 3: die Rückreisen - return trip; return journey
 4: die Kolonien - (the meaning is obvious)
 5: die Gruppen - group
 6: die Ursachen - cause
 7: die Flaschen - bottle
 8: die Sprachen - language
 9: die Kisten - chest or box; (a wooden box)
 10: die Seiten - either "side" or "page"; the page of a book
 11: die Lieben - love
 12: die Zeitungen - newspaper (Note here, of course, that an en-ending is added where the noun itself in the nominative singular does not end in an e.)
 13: die Regierungen - government
 14: die Erklärungen - either "explanation" or "declaration"
 15: die Weltanschauungen - attitude tion"